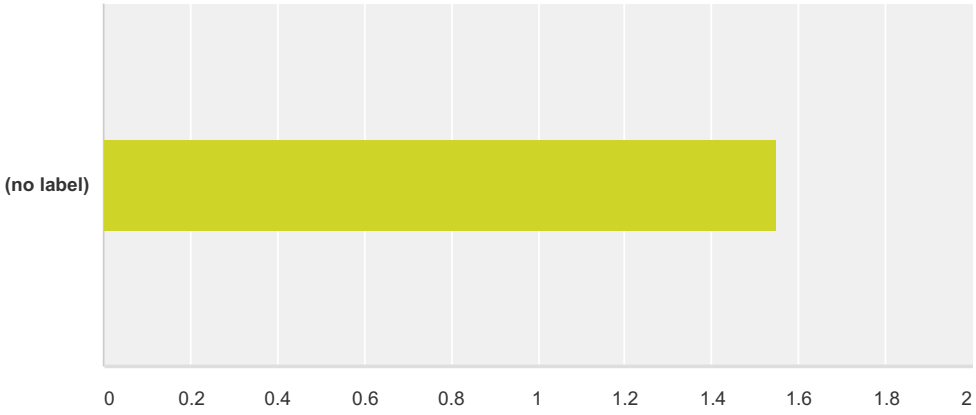
Number Sense K-1

Q3 The standards in this domain are developmentally appropriate.

Answered: 76 Skipped: 350



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**65.79%** 50	**17.11%** 13	**13.16%** 10	**3.95%** 3	76	1.55

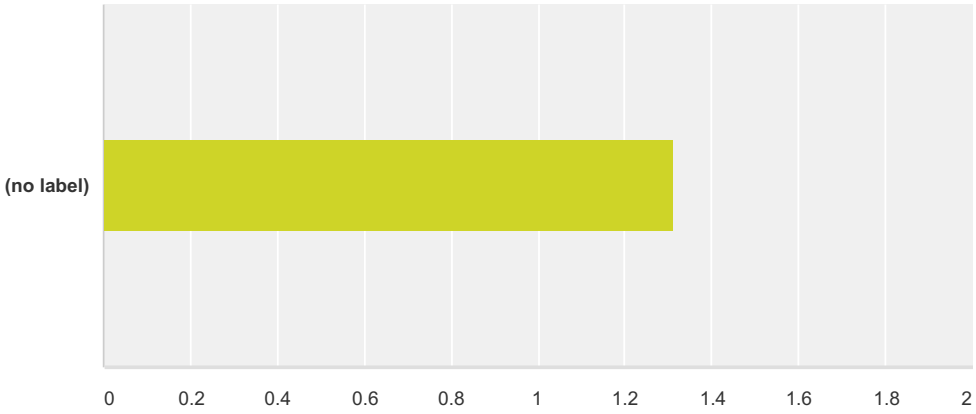
#	Suggested revisions for standards:	Date
1	Most of these are not suggestions for change...just comments. K.NS.A.1 "love the use of the word verbally" (not a suggestion for change) K.NS.A.2 like the specificity of counting forward within 20 (even though some kids can do more) K.NS.A.3 the addition of counting backwards is great K.NS.A.4 like the addition of reading and writing the numbers 0-20 K.NS.B.3 (not sure why B started with 3...when A ended in 4) but like the addition of one-to-one correspondence) K.NS.B.5 like the addition of "one larger than the previous number" K.NS.B.6 love it...subitize Something we would change... We need a kindergarten standard in this section that says: "something about keeping track when counting objects that are scattered in different configurations like arrays or circles of objects". This was in the old standards but isn't there now. K.NS.C.8 great use of the word compare	12/2/2015 12:48 PM
2	K.NS.C.8 and 9 - use the language of greater than and less than in conjunction with more than and less than as this vocabulary is used in K.DS.A.2 - be consistent across the domains. Subitizing quantity up to 10 should be added to the first grade Number Sense Standard	12/2/2015 10:58 AM
3	A standard should be added in which the ones, tens, and hundreds place values have been introduced.	12/1/2015 9:04 PM
4	Please put them side by side so you can see the year before and after the grade you teach.	11/25/2015 11:17 AM
5	We appreciate that base 10 in Kindergarten is back to 10's and 1's rather than ten ones and some more ones. Please keep this. This strand should continue into second grade.	11/24/2015 12:48 PM
6	I think the additions of counting backwards and subitizing will help support teachers in teaching subtraction and using strategies to add and subtract.	11/23/2015 10:03 AM
7	I am an kindergarten educator. Since we are trained in AVMR and implement it in our classroom, I think it should be included in our standards.	11/20/2015 3:31 PM
8	Some objectives such as ordering groups of objects by amounts is to difficult in first quarter of kindergarten.	11/20/2015 12:24 PM
9	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:33 AM

10	I agree with adding counting by 5s and 10s to the proposed standards for first grade. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added. K.NS.B.6 - I agree with adding the subitizing standard.	11/19/2015 1:42 PM
11	In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added.	11/19/2015 1:42 PM
12	In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added.	11/19/2015 1:42 PM
13	In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added.	11/19/2015 1:41 PM
14	In Kindergarten: K.NS.B.6 - I agree with adding the subitizing standard. In first grade: I agree with adding counting by 5s and 10s to the proposed standards. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added. I agree with adding counting by 5s and 10s to the proposed standards. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added.	11/19/2015 1:30 PM
15	This is based off the kindergarten standards.	11/17/2015 10:41 AM
16	This review is based for the kindergarten standards.	11/17/2015 10:35 AM
17	Subitizing maybe?	11/13/2015 3:34 PM
18	KNSA1---Include skip counting by 5 to 100. KRAA1--Revise to be within 20. KRAA2--Revise to be within 20	11/12/2015 8:39 AM
19	K.NS.A.3 Count backward from a given number between 10 and 1. Building a solid base for counting forward is an essential skill to understand the concept of counting numbers. Counting backwards defeats the purpose of gaining a solid base of numbers as adding one more every time I count. The skill of counting backwards is easily learned in day to day life such as money and time. K.NS.A.2 Count forward within 20 verbally beginning from a given number (instead of having to begin at 1). The wording is confusing to what the standard is trying to convey. The wording of K.CC.A.2 is easier to understand that Counting forward from any given number. I agree with only counting up to 20 but it would easier to follow if written such as: Count forward within 20 beginning from a given number (instead of having to begin at 1). Counting is also a given that it is done verbally or out loud. K.NS.B.5 Understand that each successive number name refers to a quantity that is some larger than the previous number. Using the word ‘larger’ can be confusing to the Kindergarten age group as a quantity of measuring size or weight. If the word ‘more’ is used that refers to the amount of objects which refers to the symbol called numbers. K.NS.B.3 Demonstrate one-to-one correspondence when counting objects. Say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. The use of the word ‘Demonstrate’ is a higher Depth of Knowledge skill then that of the word ‘Understand’. In order to demonstrate a skill the student must grasp the understanding of the concept. Demonstrate would describe a student who understands and is fluent in that specific skill. K.NS.B.6 Subitize quanity. I love the use of the vocab word ‘subitize’ which is not written in the Common Core but is implied when given a full tens frame. I would like to see the word ‘subitize’ in the standards but should be numbers up to 10 since we don’t count by 5’s in Kindergarten, only counting by 1’s and 10’s to 100.	11/9/2015 3:27 PM
20	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:59 PM
21	K.NS.A.4 - change the word 'numbers' to' numerals' in keeping with vocabulary in the other standards. K.NS.C.8 and K.NS.C.9 - change the words 'more than' to 'greater than' in keep with K.DS.A.2 which uses the vocabulary words 'greater than' - also aligns with other grade level math vocabulary	11/5/2015 10:29 AM
22	K leave out id coins k nsb 6 not appropriate 1 count to 100	11/5/2015 10:24 AM
23	K.NS.C.8 Is there a reason why the language used is more than, less than, and equal to rather than greater than, less than? Is it just easier for young children to understand? Could it be added that based of the readiness of the students the correct mathematical language could be introduces?	11/4/2015 4:53 PM

Number Sense K-1

Q4 The standards in this domain follow a coherent path through and across all grade levels.

Answered: 72 Skipped: 354



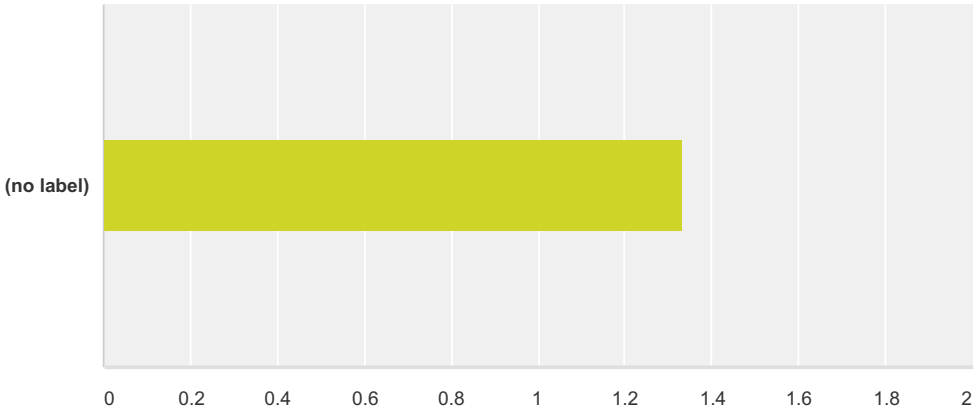
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**79.17%** 57	**13.89%** 10	**4.17%** 3	**2.78%** 2	72	1.31

#	Suggested revisions for standards:	Date
1	SO far so good.	12/2/2015 12:48 PM
2	Standard K.NS.A.2 the current MLS K.CC.A.2 wording is better in conjunction of the 1st grade standard	12/1/2015 9:04 PM
3	Hard to comment on this as we only have experience in a limited part of the big picture	11/30/2015 8:11 AM
4	As an educator, it seems as though it follows a coherent path. I teach kindergarten--I don't know what the high school teaches in math.	11/20/2015 3:31 PM
5	Kindergarten should be able to write their numbers higher than 20.	11/20/2015 3:00 PM
6	The lack of standards math practices is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:33 AM
7	KNS.A.2 and 1NS.A.2 do not line up K.NS.A.4 and 1.NS.A.2 align with one another	11/18/2015 3:33 PM
8	This is based off the kindergarten standards.	11/17/2015 10:41 AM
9	This review is based for the kindergarten standards.	11/17/2015 10:35 AM
10	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:59 PM
11	K.NS.C.8 uses the language more than instead of greater than. Is the language used important? It is easier for kindergarten students to understand more than, but standard K.DS.A.2 states appropriate language as greater than, not more than. Please clarify or change the language in the standards.	11/4/2015 5:21 PM

Number Sense K-1

Q5 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 72 Skipped: 354



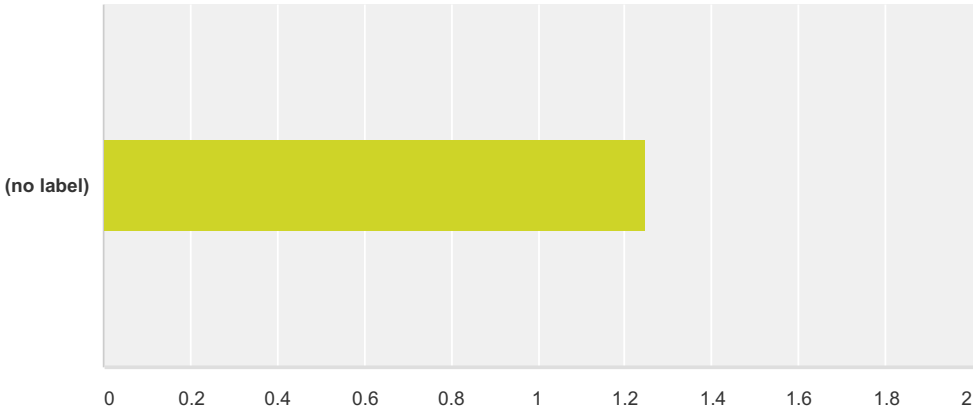
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**79.17%** 57	**12.50%** 9	**4.17%** 3	**4.17%** 3	72	1.33

#	Suggested revisions for standards:	Date
1	See above	11/20/2015 3:00 PM
2	Often, standards have been added which are implied by current standards. The language of the proposed standards has neutered the strong work of the current standards.	11/20/2015 10:33 AM
3	K.NS.C.9 Add: compare two written numerals to determine if they are equal to one another.	11/18/2015 3:33 PM
4	This is based off the kindergarten standards.	11/17/2015 10:41 AM
5	This review is based for the kindergarten standards.	11/17/2015 10:35 AM
6	The standards listed adds more to the teacher to teach but the concepts are Depth of Knowledge level 1 and does not create a higher order of thinking for the students.	11/9/2015 3:27 PM
7	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:59 PM

Number Sense K-1

Q6 The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment.

Answered: 72 Skipped: 354



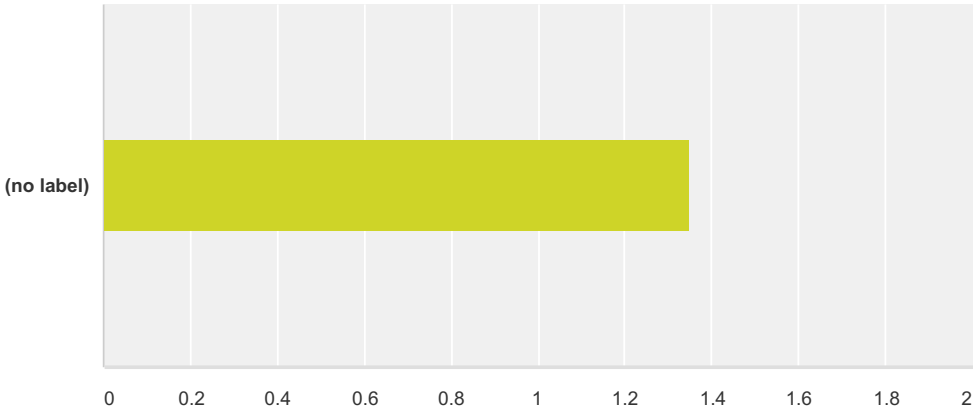
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**83.33%** 60	**12.50%** 9	**0.00%** 0	**4.17%** 3	72	1.25

#	Suggested revisions for standards:	Date
1	At the kindergarten level we believe teachers need to be assessing more verbally.	12/2/2015 12:48 PM
2	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:33 AM
3	This is based off the kindergarten standards.	11/17/2015 10:41 AM
4	This review is based for the kindergarten standards.	11/17/2015 10:35 AM
5	There are several areas that could not be assessed since they are listed as being 'verbal'. In order to be assessed in the current practices the use of verbal answers is not allowed. The use of adding time and money back on the plate of Kindergarten educators is not beneficial. Students in a firm grasp of number sense and geometry and not coins and time which can be learned outside of school and doesn't need to be a focus. A student is going to learn time and money outside of school regardless since it's an easy daily skill. We should our time to enhance Number and Shape skills.	11/9/2015 3:27 PM
6	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:59 PM

Number Sense K-1

Q7 The standards in this domain are understandable to educators and explainable to parents and other stakeholders.

Answered: 72 Skipped: 354



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**79.17%** 57	**11.11%** 8	**5.56%** 4	**4.17%** 3	72	1.35

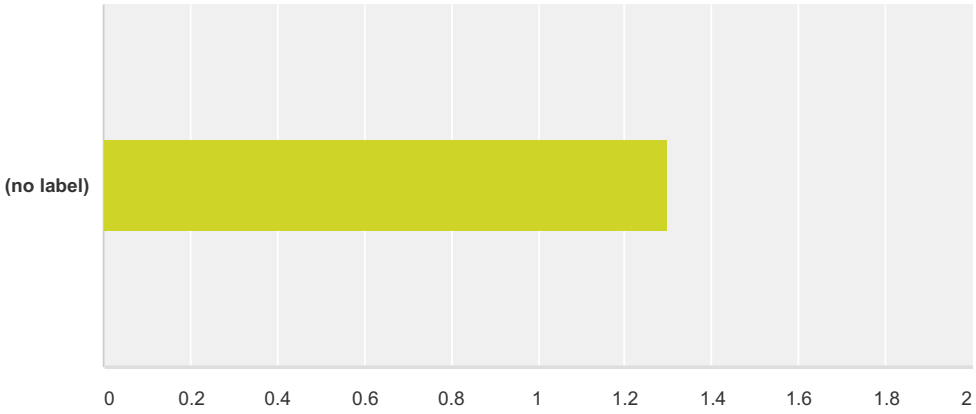
#	Suggested revisions for standards:	Date
1	Examples and other such things would help our educators.	12/2/2015 12:48 PM
2	It would be helpful to have a document that explains why these additional standards are important in the conceptual development of strategies for addition and subtraction. Many teachers lack the background knowledge and understanding of number acquisition in young children of why these are necessary prerequisite skills to connect understanding.	11/23/2015 10:03 AM
3	Educators may need to explain what subitizing is to the parents.	11/20/2015 3:31 PM
4	Some of the language is not understood by parents. We have to rewrite our grade cards to help them.	11/20/2015 12:24 PM
5	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:33 AM
6	In Kindergarten: K.NS.B.6 - I agree with adding the subitizing standard. In first grade: I agree with adding counting by 5s and 10s to the proposed standards. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added. I agree with adding counting by 5s and 10s to the proposed standards. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added.	11/19/2015 1:30 PM
7	This is based off the kindergarten standards.	11/17/2015 10:41 AM
8	This review is based for the kindergarten standards	11/17/2015 10:35 AM
9	There are many areas that are confusing and contradicte themselves. For an example: K.DS.A.2 Compare… This standard is extremely confusing even to me as an adult but then to use the word ‘greater than’ in the description is counterproductive when in a previous standard listed as changing the word ‘greater’ to ‘more’ in K.NS.C.8. There is a contradiction in the descriptions that doesn’t make sense and will be confusing when you use multiple words to describe a specific skill in math.	11/9/2015 3:27 PM

10	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:59 PM
11	K.NS.A.4 uses the word numbers instead of numerals which implies learning the number words as well as the numerals (i.e. one and 1). It needs to be changed to numerals!	11/4/2015 5:21 PM

Number Sense K-1

Q8 The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 70 Skipped: 356



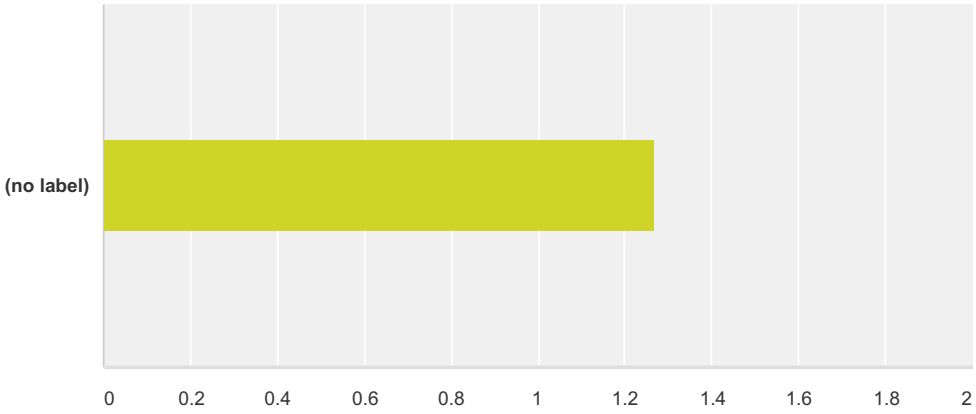
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**80.00%** 56	**14.29%** 10	**1.43%** 1	**4.29%** 3	70	1.30

#	Suggested revisions for standards:	Date
1	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:33 AM
2	This is based off the kindergarten standards.	11/17/2015 10:41 AM
3	This review is based for the kindergarten standards.	11/17/2015 10:35 AM
4	The Common Core I beleive makes a firm case to being college and/or career ready because they are clear and concise at the Kindergarten level. The scores of our district are proof that these new standards work and students are achieving at a higher level then ever before.	11/9/2015 3:27 PM
5	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:59 PM

Number Sense K-1

Q9 The standards in this domain are accurate and encompass the breadth of the content.

Answered: 71 Skipped: 355



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**81.69%** 58	**14.08%** 10	**0.00%** 0	**4.23%** 3	71	1.27

#	Suggested revisions for standards:	Date
1	They are limited and weakened.	11/20/2015 10:33 AM
2	This is based off the kindergarten standards.	11/17/2015 10:41 AM
3	This review is based for the kindergarten standards.	11/17/2015 10:35 AM
4	K.NS.B.5 Understand that each successive number name refers to a quantity that is some larger than the previous number. Using the word 'larger' can be confusing to the Kindergarten age group as a quantity of measuring size or weight. If the word 'more' is used that refers to the amount of objects which refers to the symbol called numbers. K.NS.B.3 Demonstrate one-to-one correspondence when counting objects. Say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. The use of the word 'Demonstrate' is a higher Depth of Knowledge skill then that of the word 'Understand'. In order to demonstrate a skill the student must grasp the understanding of the concept. Demonstrate would describe a student who understands and is fluent in that specific skill.	11/9/2015 3:27 PM
5	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:59 PM

Number Sense K-1

Q10 Overall comments regarding the proposed Number Sense K-1 Standards:

Answered: 26 Skipped: 400

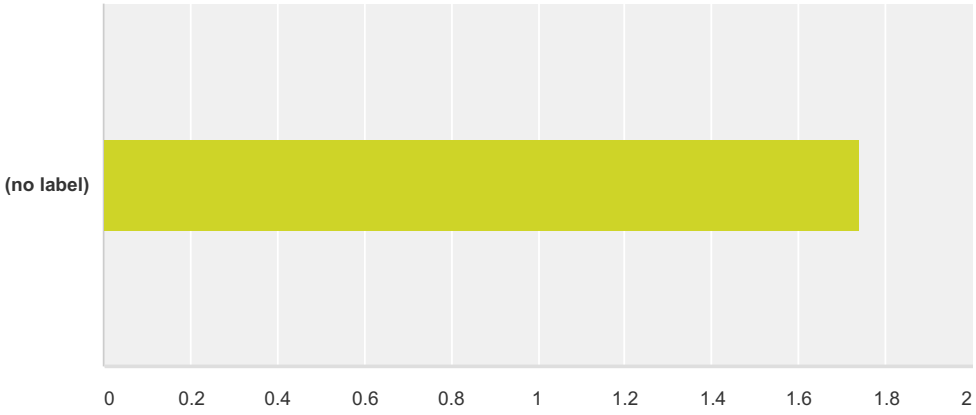
#	Responses	Date
1	K.NS.A.4 Read and write numbers 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) *We like that “read numbers” was added K.NS.B.6 Subitize quantity. Without counting, recognize the quantity of groups up to five objects arranged in common patterns(e.g. dice, dominoes, five frames, playing cards, ten frames, dot cards, etc…) *“Subitize” is a good addition.	12/2/2015 7:44 PM
2	These comments have been brought to you by 3 Instructional Math Coaches and two Curriculum Coordinators. Not to mention that one of the Instructional Coaches is an Elementary Math Specialist.	12/2/2015 12:48 PM
3	I think the following are great additions to the Number Sense Standards: - counting backwards between 10-1 and 20-1 - subitizing at the kindergarten level I think that the subitizing standard should be extended into first grade	12/2/2015 10:58 AM
4	Number Sense is a very important aspect of mathematics and it sometimes is not very strong in all students. The proposed standards give strong guidlines to help improve number sense in students. Subitizing is a great addition to the standards since research has shown how subitizing can improve young students' number sense.	12/1/2015 12:41 PM
5	I know the workgroups came together to just work on their specific grade levels/subjects, but did ALL of the subjects come together for one grade level to see the load that was added to the school year? Did the workgroups take into consideration that the teachers have been writing curriculum to the current standards and they will VERY QUICKLY have to update/revise the curriculum to the new standards? Most schools just purchased new books/materials to match the current standards and that was thousands of dollars that they may not be able to use anymore. Missouri needs some consistency in education, and I think we are headed there - but in the meantime, there are frustrated teachers, administrators, and parents who are tired of going back and forth, changing, adding, updating... I appreciate the time each work group put into developing our new standards - I know it took a lot of your time and effort. I hope that you all read and evaluate every comment that is presented during this comment period to make our standards the best they can be.	11/30/2015 1:32 PM
6	KNSA2 - reword to say count on from a given number KNSB# - too wordy Give examples within standard	11/30/2015 8:50 AM
7	They need to be written on printed across the grade levels so that you can easily see the progression.	11/25/2015 11:17 AM
8	I am a Kindergarten and First Grade Math Instructional Coach and have been an educator for 10 years. I have only reviewed those grade levels for accuracy. I really like the addition of subitizing and counting backwards in the proposed standards. I also like how the standards have been divided so that there is one objective per standard.	11/23/2015 2:35 PM
9	I am a first grade teacher and have been a teacher for 16 years. I have only reviewed the standards proposed for kindergarten and first grade. I like the addition of subitizing and counting backwards. I also like how several standards have been divided so that there is one objective per standard.	11/23/2015 2:33 PM
10	There needs to be conversations between math and science. Some things in science require topics that have not been taught in math.	11/20/2015 12:24 PM
11	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:33 AM
12	Number sense standards look good K.NS.B.6 - I agree with adding the subitizing standard. Number Sense and Operations to Base Ten standards look good. Number Sense: I agree with adding counting by 5s and 10s to the proposed standards for first grade. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added.	11/19/2015 1:42 PM
13	K.NS.B.6 - I agree with adding the subitizing standard. I agree with adding counting by 5s and 10s to the proposed standards for first grade. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added.	11/19/2015 1:42 PM
14	Number sense standards look good K.NS.B.6 - I agree with adding the subitizing standard. Number Sense and Operations to Base Ten standards look good. I agree with adding counting by 5s and 10s to the proposed standards for first grade. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added.	11/19/2015 1:42 PM

15	K.NS.B.6 - I agree with adding the subitizing standard. I agree with adding counting by 5s and 10s to the proposed standards for first grade.	11/19/2015 1:41 PM
16	K.NS.B.6 - I agree with adding the subitizing standard. I agree with adding counting by 5s and 10s to the proposed standards. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added.	11/19/2015 1:30 PM
17	The proposed standards for Number Sense appear to be appropriate.	11/17/2015 10:43 AM
18	Overall the kindergarten standards for number sense is appropriate for this grade. Adding in the standard for subitizing numbers is important skill for kindergarteners because they should be able to look at a dice, ten frame, dominoes and tell us the number.	11/17/2015 10:35 AM
19	It would be nice if every subject (English Language Arts, Math, Sciece, Social Studies) could have the same formatting to make it easier for teachers to read and find information.	11/13/2015 3:34 PM
20	These standards look great for 1st grade.	11/13/2015 3:33 PM
21	I think the Number sense standards are on target for what student can accomplish. It is nice that there are examples to clarify what is expected from teachers and students.	11/13/2015 3:31 PM
22	The standards are more specific with a clearer language. Standards align with grade level above. Like that number sense will be expected to be taught in both k & 1, not just k.	11/11/2015 1:02 PM
23	There is a good content here but it seems like they were pulled directly from Common Core, worded just a little bit differently then a few 'fluff' items were added such as time, money, days of the week, and time of day.	11/9/2015 3:27 PM
24	The wording is clearer in these standards.	11/5/2015 10:29 AM
25	They are great other than a few vocabulary issues that need to be corrected.	11/4/2015 5:21 PM
26	Well written and concise. Very attainable and will challenge learners.	11/4/2015 8:43 AM

Number Sense and Operations in Base Ten

Q12 The standards in this domain are developmentally appropriate.

Answered: 185 Skipped: 241



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**54.59%** 101	**21.08%** 39	**20.54%** 38	**3.78%** 7	185	1.74

#	Suggested revisions for standards:	Date
1	Math- Standard 3 NBT.A.2 - needs to be changed. 3rd Graders sometimes have a problem grasping numbers to 100,000. (2nd grade goes to 1,000. It still is a little difficult for 3rd to go to 1,000. I would prefer that it be left that 3rd grade goes to 1,000.However, if it were to 10,000- that could maybe a compromise.) 100,000 is too high.	12/2/2015 2:35 PM
2	Kindergarten K.NBT.A.1 like the removal of equation in kindergarten ;) 1st Grade 1.NBT.B.2 love those bundles of 10 2nd Grade 2.NBT.B.1 Great addition of results within 100...like the way it's written. We also love the note about fluency. Take out of all standards "when appropriate"...it's always necessary to start with concrete strategies.	12/2/2015 1:06 PM
3	3.NBT.A.2 - in third grade (along with fourth and fifth) expanded "notation" is used but expanded "form" is used in previous grades - be consistent with vocabulary or define and give examples of each if it is truly a change from expanded form to expanded notation 4.NBT.A.5 - only place that I see "using a standard algorithm" in the document - please be more clear by indicating there are many acceptable algorithms that can be used	12/2/2015 12:20 PM
4	I believe that kids 3rd-5th are not ready to master the fractions standards.	12/2/2015 11:14 AM
5	Keep the coding of standards as close to the Common Core codes. Don't change the order. When you split a standard, maybe make it 4.NBT.A.2a and 4.NBT.A.2.b. No need to split 4NBT.A.1 into two parts. (Keep it as one standard.) Don't change the order of the standards in Number and Operations in Base ten - It makes sense in this order.	12/1/2015 11:15 PM
6	Number Sense and Operations in Base 10 for third grade left out comparing two digit numbers. Students can use greater than, less than and equal symbols to compare.	12/1/2015 4:51 PM
7	No comparing numbers in 3rd grade, it skips from 2nd to 4th. There needs to be something in 3rd grade to continue the progression. Problem solving is only mentioned in 2nd grade. It should be addressed in all grades.	12/1/2015 3:38 PM
8	No comparing numbers in 3rd grade, it skips from 2nd to 4th. There needs to be something in 3rd grade to continue the progression. Problem solving is only mentioned in 2nd grade. It should be addressed in all grades.	12/1/2015 3:38 PM
9	No comparing numbers in 3rd grade, it skips from 2nd to 4th. There needs to be something in 3rd grade to continue the progression. Problem solving is only mentioned in 2nd grade. It should be addressed in all grades.	12/1/2015 3:38 PM

10	4.NBT.A.4 The understanding of the place value using regrouping multiplication is very hard for the students to understand. The wording of the problems or introduce at a young age the wording. They know that there are ten ones in the ones place.	11/30/2015 3:55 PM
11	Good use of numberlines	11/30/2015 2:04 PM
12	Establish a fluency measurement of math facts. Clearly define what is meant by efficiency within the standards' definition of fluency.	11/30/2015 10:33 AM
13	The word "understand" is pretty vague, how will teachers know if students understand, the verb "explain" would be better.	11/30/2015 10:02 AM
14	I do not feel that K.NBT.A.1 is developmentally appropriate. I think overall the standard needs to be moved up to a higher grade level.	11/30/2015 9:24 AM
15	Some first graders are not developmentally ready to master the concept of tens and ones, although a large amount of work and exposure is important. Mastery should not be expected.	11/30/2015 8:23 AM
16	Some first graders are not developmentally ready to master the concept of 10's and 1's. I feel however this is an important part of first grade math.	11/30/2015 8:23 AM
17	Some children are not academically ready to master the concepts of tens and ones within the place value curriculum. Personally, I feel that this standard is crucial to the development of higher standards.	11/30/2015 8:23 AM
18	I am concerned about 10 year olds having the mental capacity to truly understand frsctions. I know I can get them to complete skills correctly, but am unsure if I can get them to understand why.	11/29/2015 4:13 PM
19	1.NBT.B.1- Adding within 100 is too hard for first graders. It is hard enough for them to do 2 digit addition, 3 digit addition would be a very difficult concept for them. The only way this could be possible is if Kindergarten lost some standards and spent much more time on base 10. Place value needs to be included in 3rd grade standards. These students do not yet have a good foundation in base 10 and place value.	11/24/2015 12:51 PM
20	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:21 PM
21	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:34 AM
22	In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added. 2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. 2.GM.A.4- I agree with the addition of this standard. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference. I think it’s important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It’s important to include “for example, use a visual fraction model to represent 10 x ⅖” 4.NF.B.6: It’s important to include “by using visual fraction models and equations to represent the problem” I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem.	11/19/2015 1:50 PM
23	I think it’s important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It’s important to include “for example, use a visual fraction model to represent 10 x ⅖” 4.NF.B.6: It’s important to include “by using visual fraction models and equations to represent the problem”	11/19/2015 1:48 PM
24	2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference.	11/19/2015 1:46 PM

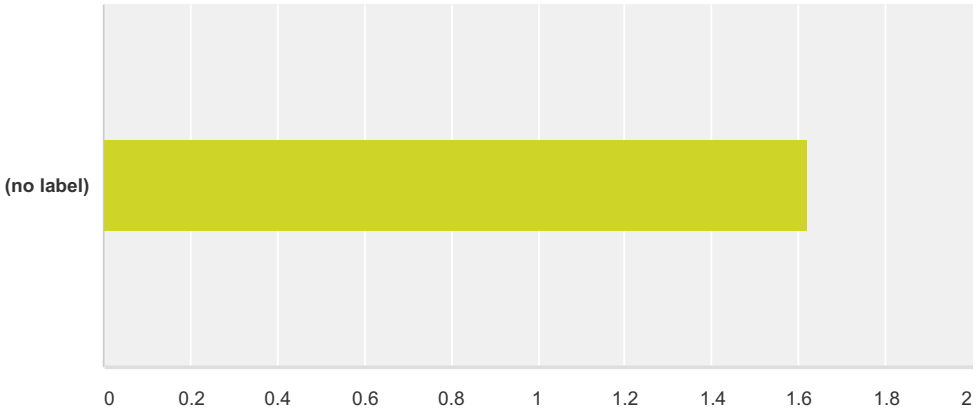
25	2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. 2.GM.A.4- I agree with the addition of this standard. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference. I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It's important to include "for example, use a visual fraction model to represent 10 x ⅖" 4.NF.B.6: It's important to include "by using visual fraction models and equations to represent the problem" I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem.	11/19/2015 1:45 PM
26	In 4th grade it is conceptually inappropriate for students to be able to find decimals from fractions, multiply, add or subtract fractions with unlike denominators and to order fractions between the benchmarks. It is appropriate for them to identify, order benchmarks (1/4, 1/2 and 3/4) and multiply, add and subtract fractions with LIKE denominators.	11/19/2015 7:08 AM
27	2.NBT.A.2 Could be made into a first grade standard.	11/18/2015 3:53 PM
28	Second grade Number Sense and Operations in Base Ten standards 2.NBT.A.1 -2.NBT.A.5 do not follow first grade standards. For example, 1.NBT.A.1 states, "Understand that 10 can be thought of as a bundle of 10 ones-called a 10" and 2.NBT.A.1 states, "Understand three-digit numbers are composed of hundreds (100, 200, 300), (10,20,30,...,) and ones (zero, one, two, three....). This example does not flow together. Overall, this group of standards do build upon one another, but the standards should be listed in a matter that follows and easy for educators to read and teach.	11/18/2015 3:47 PM
29	5.NBT.A.5 - 5th graders struggle with decimals as is. Having them work to the thousandths place is beyond a struggle for them. 5.NBT.A.6- 5th graders can not multiply decimals. They have a hard enough time multiplying whole numbers. 5.NBT.A.7- Dividing decimals is beyond 5th grade learning.	11/18/2015 2:58 PM
30	3.NBT.A.2- This standard is WAY too complex for the maturity level of 3rd grade students. This needs to be dropped to 10,000 max.	11/18/2015 2:54 PM
31	Much less emphasis needs to be placed on strategies. If a child can perform a 2 by 2 digit multiplication problem in about 15 seconds, they should NOT be required to then draw pictures and explain how they got the answer. A worksheet that could take a child 10 minutes has then turned into an hour long ordeal of a convoluted way to solve a problem. Sometimes, the simplest way to solve a problem is the most direct route.	11/18/2015 11:15 AM
32	4.NBT.A.4 is above a 4th graders thought process. This is more appropriate for 5th grade.	11/18/2015 10:58 AM
33	4.NBT.A.5 is inappropriate at the 4th grade level. This is a very difficult concept for 4th grade students and should be introduced at a higher grade level.	11/18/2015 10:57 AM
34	4.NBT.A.4 need to be moved to the 5th grade level. It is not appropriate for the the 4th grade level.	11/18/2015 10:52 AM
35	4.NF.C.2 and 4.NF.C.3 are inappropriate at the 4th grade level. This should be introduced at 5th grade.	11/18/2015 10:42 AM
36	3.NBT.A.4 is too much. I feel it is developmentally appropriate to introduce it in 3rd grade, but NOT test it to mastery.	11/17/2015 2:45 PM
37	Please do not change the coding!	11/17/2015 1:49 PM
38	Survey is based upon 5th grade	11/17/2015 10:52 AM
39	A.2- Give example of expanded A.5 - Take out last comment. Students need to know their facts so they do not get hung up on that part of the process of solving problems.	11/17/2015 10:46 AM
40	A.3 - students should determine the VALUE of the number, not the meaning. This should be a 3rd grade standard. A.5 - the comment about fluency vs. accuracy/efficiency is not necessary	11/17/2015 10:43 AM
41	Define expanded notation. Needs examples.	11/17/2015 10:39 AM
42	3.NF.A.7 - I feel a need for an explanation,or an example on this one.	11/17/2015 8:55 AM
43	I don't feel that the word fluently should be used in regards to addition and subtraction within 1000. Adding and subtracting 2, 3, and 4 digit numbers with regrouping is not mental math therefore should not have a "time limit" in order to determine fluency.	11/13/2015 2:19 PM
44	-5-NF.B.2 Doesn't make sense as written. Needs to be reworded for understanding.	11/13/2015 1:30 PM

45	They are developmentally appropriate but the coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
46	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 2:59 PM
47	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:58 PM
48	Standards are appropriate, but leave the coding alone.	11/9/2015 2:57 PM
49	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:55 PM
50	The standards are developmentally appropriate, but if coding is changed it will be difficult to find appropriate materials. Please use the same existing coding due to finding appropriate materials that correspond by the coding. Also years of curriculum writing will have to be redone just because of different coding.	11/9/2015 2:53 PM
51	Please use the existing coding because our school district has invested a significant amount of money as well as teachers investing a significant amount of time finding and purchasing resources on the existing coding system. If the coding changes, resources may no longer be appropriate for use causing the district as well as teachers to start from scratch, which is an overwhelming task.	11/9/2015 2:53 PM
52	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:53 PM
53	Please use the same existing coding because, we have spent hours writing curriculum that is tagged to the current numbering system. If the numbering system is changed, we will have a difficult time finding resources because of the change in the numbering systems.	11/9/2015 2:49 PM
54	5.NF.3 I would exclude mixed numbers with regrouping because I believe the amount of rigor involved to solve this type of problem is overwhelming to 5th graders.	11/9/2015 7:39 AM
55	5.NF. A.3 I think it would be a good idea to add examples to this standard.	11/4/2015 4:21 PM
56	I feel like these standards are very similar to the CCSS which were also appropriate. Thank you for working so hard!	11/4/2015 8:53 AM
57	I do not feel placing the fractions on a number line is an appropriate standard for third grade students.	11/3/2015 9:52 AM
58	The concept of rounding numbers is a difficult one for most 3rd grade students. There is not enough time allotted for this concept to be taught. Children are forced to move too quickly and are left confused. More concrete, hands-on approaches for longer periods may help.	11/1/2015 12:08 PM

Number Sense and Operations in Base Ten

Q13 The standards in this domain follow a coherent path through and across all grade levels.

Answered: 176 Skipped: 250



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**60.23%** 106	**23.30%** 41	**10.80%** 19	**5.68%** 10	176	1.62

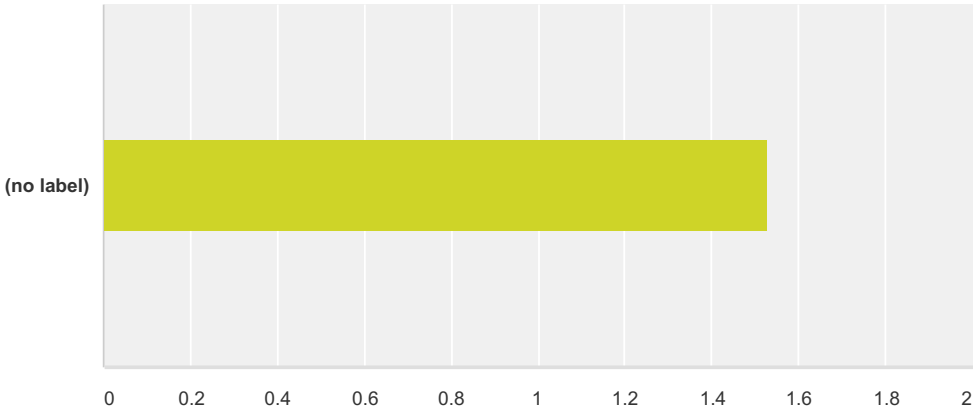
#	Suggested revisions for standards:	Date
1	See above.	12/2/2015 2:35 PM
2	I didn't have the time to determine if the standards follow a coherent path across grade levels. I only looked over the 4th grade standards.	12/1/2015 11:15 PM
3	There is not a good flow in the organization from grade level to grade level. For example 3NBT.A.1 is completely different for each grade.	12/1/2015 3:38 PM
4	There is not a good flow in the organization from grade level to grade level. For example 3NBT.A.1 is completely different for each grade.	12/1/2015 3:38 PM
5	There is not a good flow in the organization from grade level to grade level. For example 3NBT.A.1 is completely different for each grade.	12/1/2015 3:38 PM
6	The presentation of the standards made it difficult to see and understand the progression of a coherent path. Perhaps if the document was available in the same format as the ELA k-5 standards this would be easier to judge. As it is, I do not feel I have studied the standards well enough to comment on this and will only be commenting on my own grade level content - 5th grade.	12/1/2015 1:30 AM
7	The students need exposure to fractions in 2nd grade in order to master the standards in 3rd grade.	11/30/2015 2:04 PM
8	There is no first grade standard to even build on this skills, adding to my thoughts of this not being developmentally appropriate or necessary at this grade level.	11/30/2015 9:24 AM
9	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:21 PM
10	The lack of anchor standards is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:34 AM
11	I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade.	11/19/2015 1:48 PM
12	Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference.	11/19/2015 1:46 PM

13	Basic fractions should start in 2nd and go through building on the skill as we get to 6. The majority of the learning is in 4th... Too much with all the other standards!	11/19/2015 7:08 AM
14	1.NBT.B.1 Include regrouping	11/18/2015 3:53 PM
15	Yes, minus the standard 2.NBT.C. This standard should be placed under Relationships and Algebraic Thinking.	11/18/2015 3:47 PM
16	Your standards do not align from 4th grade to 5th grade. This becomes difficult in the classroom if there is not consistent instruction that follows through with skills.	11/18/2015 2:58 PM
17	The only concern we had for the standards was listed in the above comments. 3.NBT.A.2- This standard is WAY too complex for the maturity level of 3rd grade students. This needs to be dropped to 10,000 max.	11/18/2015 2:54 PM
18	Yes, it is a coherent path, but 3.NBT.A.4 should not be expected to be mastered in 3rd grade; only introduced.	11/17/2015 2:45 PM
19	Please do not change the coding!	11/17/2015 1:49 PM
20	4.NF.C.1 - give example of decimal notation 4.NF.C.3 - provide example of what is expected for decimals in expanded form	11/17/2015 10:54 AM
21	Survey is based upon 5th grade	11/17/2015 10:52 AM
22	5.NF.A.1 - Should be fourth grade	11/17/2015 10:51 AM
23	Connection between maximum values on a.1 a.2 and a.3 instead of just 10/100 when rounding, 100,000 when naming numbers, and 1,000 when adding and subtracting. 4th grade shows rounding to any place value... Should 3rd grade go up to thousands?	11/17/2015 10:46 AM
24	A.3 - Should be third grade. Fourth grade should include decimals.	11/17/2015 10:46 AM
25	5th grade	11/17/2015 10:44 AM
26	A.3 Should be a 3rd grade standard	11/17/2015 10:43 AM
27	They are coherent but the coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
28	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 2:59 PM
29	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:58 PM
30	Standards are appropriate, but leave the coding alone.	11/9/2015 2:57 PM
31	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:55 PM
32	Please use the same existing coding due to finding appropriate materials that correspond by the coding. Also years of curriculum writing will have to be redone just because of different coding.	11/9/2015 2:53 PM
33	Please use the existing coding because our school district has invested a significant amount of money as well as teachers investing a significant amount of time finding and purchasing resources on the existing coding system. If the coding changes, resources may no longer be appropriate for use causing the district as well as teachers to start from scratch, which is an overwhelming task.	11/9/2015 2:53 PM
34	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:53 PM

Number Sense and Operations in Base Ten

Q14 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 172 Skipped: 254



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**62.79%** 108	**25.00%** 43	**8.14%** 14	**4.07%** 7	172	1.53

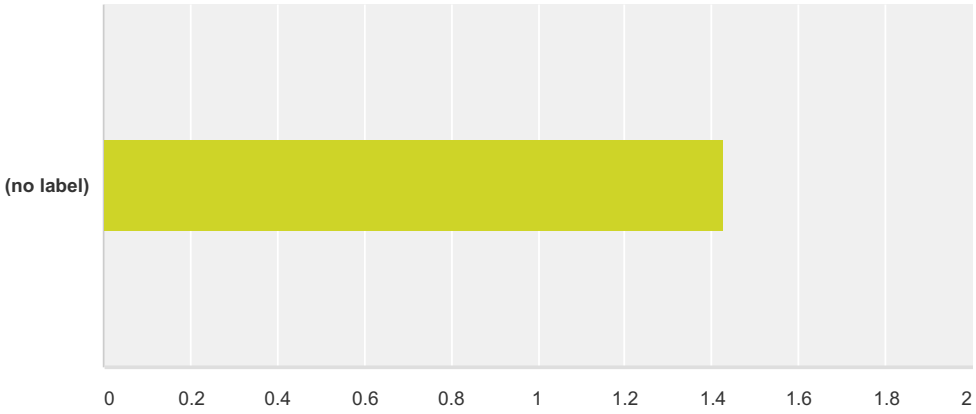
#	Suggested revisions for standards:	Date
1	2.NBT.A.2 As our teachers were writing comments they mentioned that 1st graders bundle 10 groups of 10 and call it 100 in school because of the 100th day of school. These 1st grade teachers seem to think it appropriate for their students to count by 100's... Not 140, 150, 160...etc.. Just 100's...up to 900... There might be an "educational reason" that I don't know about to say why this wasn't a 1st grade standard but I don't know the reason.	12/2/2015 1:06 PM
2	Very rigorous. Standards were added to the 4th grade, but I didn't notice anything removed. We struggle to teach all of the requirements as it is now. How are we expected to add more?	12/1/2015 11:15 PM
3	Define what should be "introduced" and what should be "mastered" at each grade levels.	12/1/2015 3:38 PM
4	Define what should be "introduced" and what should be "mastered" at each grade levels.	12/1/2015 3:38 PM
5	Define what should be "introduced" and what should be "mastered" at each grade levels.	12/1/2015 3:38 PM
6	Rigorous, meaning that the students see the problems enough throughout the chapter. I am undecided, there are the review problems at the end of each homework assignment. I feel the students need more problems with the skill on they are working on in lesson. I just do not see where 4 problems on partial product is enough for the process to stick with the students. I feel that they need the word problems and multi-step problems, but they need more of the actual problem also.	11/30/2015 3:55 PM
7	The addition of estimation in 3.NBT.A.1 improved the rigor of the standard.	11/30/2015 3:23 PM
8	The addition of estimation in 3.NBT.A.1 improved the rigor of the standard.	11/30/2015 2:16 PM
9	The addition of estimation in 3.NBT.A.1 improved the rigor of the standard	11/30/2015 2:06 PM
10	The addition of estimation in 3.NBT.A.1 improved the rigor of the standard.	11/30/2015 1:55 PM
11	Revisions suggested above.	11/30/2015 9:24 AM
12	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:21 PM
13	The lack of standards math practices is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:34 AM

14	These standards are somewhat acceptable however need to be back down just a little bit in order for a student to properly follow learning patterns from year to year.	11/18/2015 2:58 PM
15	3.NBT.A.2- This standard is WAY too complex for the maturity level of 3rd grade students. This needs to be dropped to 10,000 max.	11/18/2015 2:54 PM
16	Please address 3.NBT.A.4 per suggestions above.	11/17/2015 2:45 PM
17	Please do not change the coding!	11/17/2015 1:49 PM
18	Survey is based upon 5th grade	11/17/2015 10:52 AM
19	5th grade	11/17/2015 10:44 AM
20	In place value for first grade, they are able to explain their thinking when comparing numbers using their knowledge of place value. Do they need to count by 10s forwards and backwards to prepare them for mental math?	11/13/2015 3:35 PM
21	They are rigorous but the coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
22	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 2:59 PM
23	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:58 PM
24	Standards are appropriate, but leave the coding alone.	11/9/2015 2:57 PM
25	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:55 PM
26	Please use the same existing coding due to finding appropriate materials that correspond by the coding. Also years of curriculum writing will have to be redone just because of different coding.	11/9/2015 2:53 PM
27	Please use the existing coding because our school district has invested a significant amount of money as well as teachers investing a significant amount of time finding and purchasing resources on the existing coding system. If the coding changes, resources may no longer be appropriate for use causing the district as well as teachers to start from scratch, which is an overwhelming task.	11/9/2015 2:53 PM
28	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:53 PM
29	3.RA.D.2 Be more specific with the word "assess".	11/4/2015 5:11 PM

Number Sense and Operations in Base Ten

Q15 The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment.

Answered: 172 Skipped: 254



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**69.77%** 120	**20.35%** 35	**6.98%** 12	**2.91%** 5	172	1.43

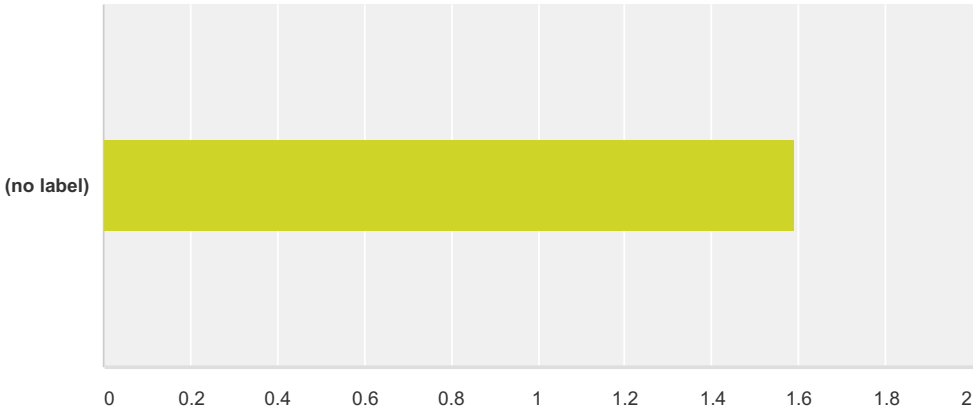
#	Suggested revisions for standards:	Date
1	To be assessed effectively it needs to be made more clear on 2 NBTA1 and NBTA2. Please make these more clear as to what the students need to do with hundreds/number sense.	12/2/2015 10:18 PM
2	Although I do not think this is appropriate it could be assessed at this grade level.	11/30/2015 9:24 AM
3	One of my biggest challenges on state tests is not knowing how a standard will be assessed. I understand that if students truly understand the concept it shouldn't matter how it is assessed, but as stated above I am concerned about students ability/desire to understand.	11/29/2015 4:13 PM
4	I like the standards, my only suggestion would be to group them in a way that their numbers correspond more closely to the CCSS to make it easier for teachers to find resources.	11/28/2015 11:10 PM
5	Again, we already have existing resources to assess the MO Learning Standards (Common Core). Publishing companies have aligned their question test banks to the CCSS. If we adopt new standards, we would also have to adopt a new assessment. Who would write this? Where would we get the test bank items? How would we know they are actually assessing what we want to assess, and at what level? How could we compare our Missouri scores to other states, when we don't have common standards to begin with? If you really want to measure apples to apples, keep the common core, and we can truly see how our Missouri students perform and rank as compared to other states with the SAME standards!	11/22/2015 9:58 PM
6	Again, we already have existing resources to assess the MO Learning Standards (Common Core). Publishing companies have aligned their question test banks to the CCSS. If we adopt new standards, we would also have to adopt a new assessment. Who would write this? Where would we get the test bank items? How would we know they are actually assessing what we want to assess, and at what level? How could we compare our Missouri scores to other states, when we don't have common standards to begin with? If you really want to measure apples to apples, keep the common core, and we can truly see how our Missouri students perform and rank as compared to other states with the SAME standards!	11/22/2015 9:57 PM
7	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:21 PM

8	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:34 AM
9	In 4th grade it is conceptually inappropriate for students to be able to find decimals from fractions, multiply, add or subtract fractions with unlike denominators and to order fractions between the benchmarks. It is appropriate for them to identify, order benchmarks (1/4, 1/2 and 3/4) and multiply, add and subtract fractions with LIKE denominators. Basic fractions should start in 2nd and go through building on the skill as we get to 6. The majority of the learning is in 4th... Too much with all the other standards!	11/19/2015 7:08 AM
10	I have not seen very many of these standards written in curriculum today.	11/18/2015 2:58 PM
11	3.NBT.A.2- This standard is WAY too complex for the maturity level of 3rd grade students. This needs to be dropped to 10,000 max.	11/18/2015 2:54 PM
12	Once again, I chose "3" due to my concerns regarding 3.NBT.A.4 stated above.	11/17/2015 2:45 PM
13	Please do not change the coding!	11/17/2015 1:49 PM
14	Survey is based upon 5th grade	11/17/2015 10:52 AM
15	5th grade	11/17/2015 10:44 AM
16	In third grade the students need to still be fluent in multiplication and division . In order to have students fluent in multi digit multiplication.	11/13/2015 1:28 PM
17	They are assessed but the coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
18	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 2:59 PM
19	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:58 PM
20	Standards are appropriate, but leave the coding alone.	11/9/2015 2:57 PM
21	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:55 PM
22	Please use the same existing coding due to finding appropriate materials that correspond by the coding. Also years of curriculum writing will have to be redone just because of different coding.	11/9/2015 2:53 PM
23	Please use the existing coding because our school district has invested a significant amount of money as well as teachers investing a significant amount of time finding and purchasing resources on the existing coding system. If the coding changes, resources may no longer be appropriate for use causing the district as well as teachers to start from scratch, which is an overwhelming task.	11/9/2015 2:53 PM
24	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:53 PM

Number Sense and Operations in Base Ten

Q16 The standards in this domain are understandable to educators and explainable to parents and other stakeholders.

Answered: 171 Skipped: 255



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**60.23%** 103	**25.15%** 43	**9.94%** 17	**4.68%** 8	171	1.59

#	Suggested revisions for standards:	Date
1	First Grade 1.NBT.B.1 Please take out "when appropriate" Some teachers will just not do it because they don't think it's appropriate. Kids need concrete models, drawings and symbols at every level. 1.NBT.B.2 We want students fully realizing that the tens are changing, that's when they fully understand. 1.NBT.B.3 Please take out when appropriate. This standard is a little harder than the past standard because the old standard said, "subtract a multiple of ten from a multiple of ten or at least that was the example"... Now the standard states that students should be able to subtract a multiple of 10 from any two digit number which means 23 - 10 or 87 - 30 or ...We are ok with this just wondered if it was written right. 2nd Grade 2.NBT.B.2 Could we change this to say, "find the sum of four - two digit numbers. The word is confusing. 5th Grade 5.NBT.A.5 (6 and 7 also) We really think this standard should say, "using place value strategies, models and drawings".	12/2/2015 1:06 PM
2	Use common language/terms/vocabulary from one grade level to the next. Most parents aren't mathematicians.	12/1/2015 3:38 PM
3	Use common language/terms/vocabulary from one grade level to the next. Most parents aren't mathematicians.	12/1/2015 3:38 PM
4	Use common language/terms/vocabulary from one grade level to the next. Most parents aren't mathematicians.	12/1/2015 3:38 PM
5	The standards are not explainable to parents. The parents did not use partial problems, or regrouping in school. The regrouping is using math language they have not heard of or used in school.	11/30/2015 3:55 PM
6	I like that the fluency was defined. The addition of "numbers and results" to 3.NBT.A.3 made the expectations clear to teachers.	11/30/2015 3:23 PM
7	We like the fact that fluence was defined. The addition of "numbers and results" to 3.NBT.A.3 made the expectations clear to teachers.	11/30/2015 2:16 PM
8	We like the fact that fluency was defined. Expectations seemed clearer in 3.NBT.A.3 when it said "numbers and results."	11/30/2015 2:06 PM
9	The fact that fluency is defined is great. The addition of "numbers and results' to 3.NBT.A.3 made the expectations clear to teachers.	11/30/2015 1:55 PM

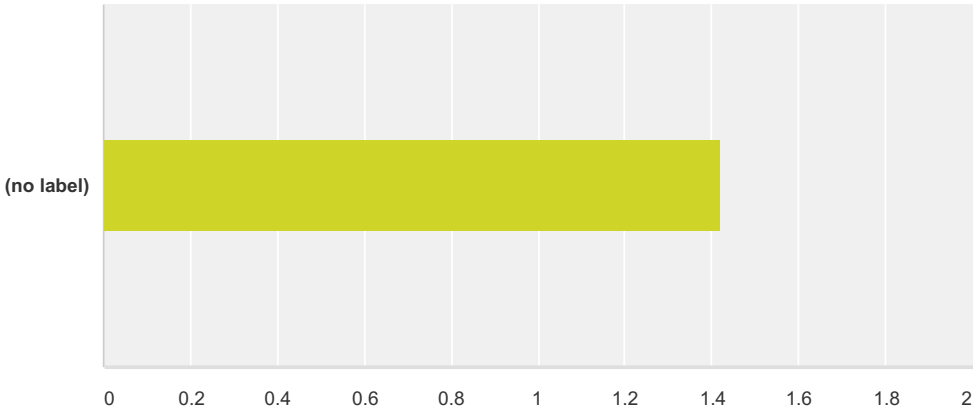
10	I think the wording in this standard is confusing and would require many changes for educators to make sure their instruction is consistent and wording necessary for parents to understand as well.	11/30/2015 9:24 AM
11	I like the standards, my only suggestion would be to group them in a way that their numbers correspond more closely to the CCSS to make it easier for teachers to find resources.	11/28/2015 11:10 PM
12	America, as a whole, is still working to compete internationally to have the best educational system. We don't need divisive standards. We need a COMMON standard, so we can compare apples to apples when measuring student learning across the nation. We need our students to be college and career ready, and all have a common learning background to help them find success when they reach the college level. Stay with the Common Core (MO Learning Standards). They create a common curriculum, and an opportunity for teachers across the nation to grow professionally and collaborate together. Collectively, with the common core, educators can build their capacity. Adopting these standards would be a step backwards for students and teachers.	11/22/2015 9:58 PM
13	America, as a whole, is still working to compete internationally to have the best educational system. We don't need divisive standards. We need a COMMON standard, so we can compare apples to apples when measuring student learning across the nation. We need our students to be college and career ready, and all have a common learning background to help them find success when they reach the college level. Stay with the Common Core (MO Learning Standards). They create a common curriculum, and an opportunity for teachers across the nation to grow professionally and collaborate together. Collectively, with the common core, educators can build their capacity. Adopting these standards would be a step backwards for students and teachers.	11/22/2015 9:57 PM
14	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:21 PM
15	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:34 AM
16	The standards are understandable, but they do not flow across the board. Standards should put in a chart that it is clear to see the growth and development of any standard.	11/18/2015 3:47 PM
17	They need examples to go with the standards.	11/18/2015 2:58 PM
18	3.NBT.A.2- This standard is WAY too complex for the maturity level of 3rd grade students. This needs to be dropped to 10,000 max.	11/18/2015 2:54 PM
19	We would like to have examples given where applicable.	11/18/2015 2:47 PM
20	Suggesting that the examples remain in the proposed learning standards as in the current learning standards	11/18/2015 2:47 PM
21	Examples need to be included with the standards.	11/18/2015 2:44 PM
22	Examples written in the standards would be helpful, where applicable.	11/18/2015 9:51 AM
23	Examples of each standard, where applicable, would be helpful.	11/18/2015 9:49 AM
24	Examples of each standard, where applicable, would be helpful.	11/18/2015 9:47 AM
25	Yes, they are understandable, but 3.NBT. A. 4 should only be introduced in 3rd grade; not tested to mastery.	11/17/2015 2:45 PM
26	Please do not change the coding!	11/17/2015 1:49 PM
27	Survey is based upon 5th grade	11/17/2015 10:52 AM
28	4.NF.A.1 and .2 are redundant	11/17/2015 10:51 AM
29	5th grade	11/17/2015 10:44 AM
30	Examples should be provided for each standard	11/17/2015 10:43 AM
31	Examples are needed for clarification.	11/17/2015 10:39 AM
32	They are understandable but the coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
33	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 2:59 PM

34	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:58 PM
35	Standards are appropriate, but leave the coding alone.	11/9/2015 2:57 PM
36	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:55 PM
37	Please use the same existing coding due to finding appropriate materials that correspond by the coding. Also years of curriculum writing will have to be redone just because of different coding.	11/9/2015 2:53 PM
38	Please use the existing coding because our school district has invested a significant amount of money as well as teachers investing a significant amount of time finding and purchasing resources on the existing coding system. If the coding changes, resources may no longer be appropriate for use causing the district as well as teachers to start from scratch, which is an overwhelming task.	11/9/2015 2:53 PM
39	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:53 PM
40	Is 4th grade responsible for multi-digit numbers up to the one millions place unit?	11/4/2015 5:44 PM
41	3.R.A.D.2 revise the word assess to be more specific.	11/4/2015 5:11 PM
42	This concept is very frustrating and winds its way through most of addition, subtraction, multiplication and division. The confusion is halting students, slowing class progress, and deeply frustrating parents. The concept is pushed to too many levels too quickly and a firm foundation is not established soon enough.	11/1/2015 12:08 PM

Number Sense and Operations in Base Ten

Q17 The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 168 Skipped: 258



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**70.83%** 119	**19.64%** 33	**6.55%** 11	**2.98%** 5	168	1.42

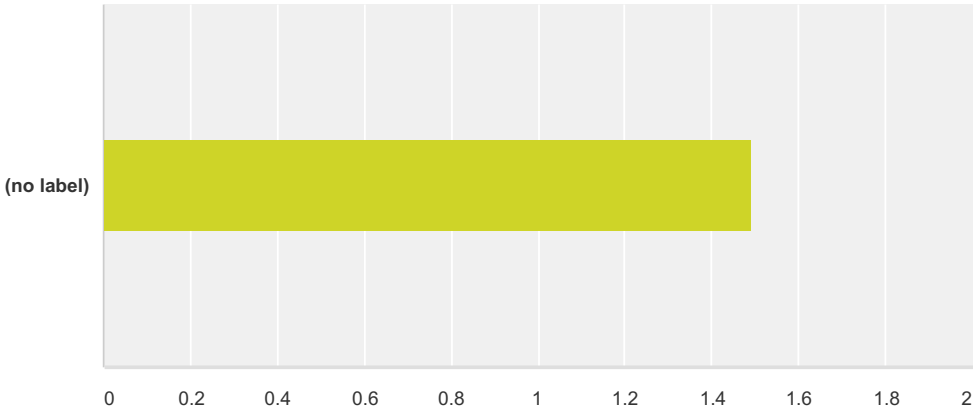
#	Suggested revisions for standards:	Date
1	Revisions suggested above.	11/30/2015 9:24 AM
2	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:21 PM
3	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:34 AM
4	These standards are too far in advance for the majority of your K-5 students.	11/18/2015 2:58 PM
5	3.NBT.A.2- This standard is WAY too complex for the maturity level of 3rd grade students. This needs to be dropped to 10,000 max.	11/18/2015 2:54 PM
6	*see above	11/17/2015 2:45 PM
7	Please do not change the coding!	11/17/2015 1:49 PM
8	Survey is based upon 5th grade	11/17/2015 10:52 AM
9	5th grade	11/17/2015 10:44 AM
10	They are appropriate but the coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
11	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 2:59 PM

12	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:58 PM
13	Standards are appropriate, but leave the coding alone.	11/9/2015 2:57 PM
14	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:55 PM
15	Please use the same existing coding due to finding appropriate materials that correspond by the coding. Also years of curriculum writing will have to be redone just because of different coding.	11/9/2015 2:53 PM
16	Please use the existing coding because our school district has invested a significant amount of money as well as teachers investing a significant amount of time finding and purchasing resources on the existing coding system. If the coding changes, resources may no longer be appropriate for use causing the district as well as teachers to start from scratch, which is an overwhelming task.	11/9/2015 2:53 PM
17	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:53 PM

Number Sense and Operations in Base Ten

Q18 The standards in this domain are accurate and encompass the breadth of the content.

Answered: 171 Skipped: 255



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**65.50%** 112	**23.98%** 41	**7.02%** 12	**3.51%** 6	171	1.49

#	Suggested revisions for standards:	Date
1	Encompasses all of content just not sure it's done at appropriate levels.	12/1/2015 3:38 PM
2	Encompasses all of content just not sure it's done at appropriate levels.	12/1/2015 3:38 PM
3	Encompasses all of content just not sure it's done at appropriate levels.	12/1/2015 3:38 PM
4	Revisions suggested above.	11/30/2015 9:24 AM
5	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:21 PM
6	They are limited and weakened.	11/20/2015 10:34 AM
7	*see above	11/17/2015 2:45 PM
8	Please do not change the coding!	11/17/2015 1:49 PM
9	Survey is based upon 5th grade	11/17/2015 10:52 AM
10	5th grade	11/17/2015 10:44 AM
11	They are accurate but the coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
12	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 2:59 PM
13	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 2:58 PM

14	Standards are appropriate, but leave the coding alone.	11/9/2015 2:57 PM
15	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:55 PM
16	Please use the same existing coding due to finding appropriate materials that correspond by the coding. Also years of curriculum writing will have to be redone just because of different coding.	11/9/2015 2:53 PM
17	Please use the existing coding because our school district has invested a significant amount of money as well as teachers investing a significant amount of time finding and purchasing resources on the existing coding system. If the coding changes, resources may no longer be appropriate for use causing the district as well as teachers to start from scratch, which is an overwhelming task.	11/9/2015 2:53 PM
18	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:53 PM

Number Sense and Operations in Base Ten

Q19 Overall comments regarding the proposed Number Sense and Operations in Base Ten Standards:

Answered: 62 Skipped: 364

#	Responses	Date
1	2.NBT.A.1 and 2.NBT,A,2(Understand three-digit numbers are composed of hundreds and understand that 100 can be thought of as 10 tens) Like these two standards are separate. More simplified and easier to comprehend. 2.NBT.A.3 (Count on within 1000 by 1s, 10s, and 100s) Would like to keep skip counting by 5s to help with telling time skills 2.GM.D,2 (relate a time shown on a digital clock to the same time on an analog clock) Glad to see this added to the 2nd grade standards 2.GM.D.3 Solving word problems involving money (Currently) Glad to see this was deleted- better to introduce than master	12/2/2015 7:42 PM
2	Base Tens does NOT need to be covered as much as it is covered. There is entirely to much base tens work.	12/2/2015 4:21 PM
3	Is there any way to just join Number Sense and Operations in Base Ten in K-5...and call it NSBT or just NBT...seems strange that there's a change in 2nd grade...can they be consistent K-5... These standards were critqued by 3 instructional math coaches and 2 curriculum coordinators.	12/2/2015 1:06 PM
4	I am happy with the addition of place value understanding and use of whole numbers within 100,000	12/2/2015 12:20 PM
5	When standards are added to the 4th grade, something needs to be removed. We struggle to teach all of the requirements as it is now. How are we expected to add more?	12/1/2015 11:15 PM
6	I believe students need to understand what it means to add, subtract, multiply and divide. They also need to know there is more than one way to find an answer. But, they DO NEED at some point to memorize facts rather than going through long drawn out methods of finding an answer.	12/1/2015 10:26 PM
7	I understand politically why the following question in included - "The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment." But I'm wondering when the writers of the latest Missouri Standards and administrators will push back on the misguided practice of a high-stakes state assessment.	12/1/2015 4:51 PM
8	These standards are an improvement on the current standards for this domain.	12/1/2015 1:30 AM
9	Nicely worded! Very clear!	11/30/2015 1:38 PM
10	Overall, I feel that the proposed standards are much easier to read and understand than the old Missouri Learning Standards.	11/30/2015 12:37 PM
11	2NBTA3 - include 2's and 5's 2NBTB4 - wording is odd	11/30/2015 8:52 AM
12	1NBTB2 - feel that explain reasoning should not be left out 4NBTA4 - the example is nice to have written into the standard 4NBTA6 - Needs to add standard algorithm Examples in current standards are useful to teachers.	11/30/2015 8:17 AM
13	4NBTA6 - add standard algorithm	11/30/2015 8:08 AM
14	Would like the word efficiently instead of fluently on 2NBTB1 On 2NBTB4 add use and explain the relationships... on 2NBTB5 change to mentally add 10 or 100 to given number with the result within 1,000. Mentally subtract 10 or 100 to given number within 1,000.	11/30/2015 7:59 AM
15	I would like to make a comment about math in general here. I am VERY concerned about the amount of math standards. I do not see too much difference here from common core standards. It is very difficult to keep data on all of these standards for so many students. I often spend more time assessing and recording data than teaching. I am also concerned with the amount of rigor. So many kids are not ready for this rigor so young. They start to struggle in kindergarten and then never catch up. We expect too much too young. Kids should be learning to love math and instead many dislike it because we are asking too much. It is very difficult to teach so many standards to mastery. It requires very long lessons which are beyond the time limits that young children should be expected to sit and listen.	11/29/2015 7:57 PM
16	I like the standards, my only suggestion would be to group them in a way that their numbers correspond more closely to the CCSS to make it easier for teachers to find resources. I also think adding the graphing component will be good, though it makes it one more thing for teachers to have to teach in an equal amount of time. If you're going to add something, it'd be helpful to take something out because I will say that it is difficult to get all of this content in, especially when testing takes place in March and April.	11/28/2015 11:10 PM
17	• 3.NBT.A.2 Include "standard form."	11/28/2015 9:38 AM

18	I am a first grade teacher and have been a teacher for 16 years. I have only reviewed the standards proposed for kindergarten and first grade. I also like how several standards have been divided so that there is one objective per standard.	11/23/2015 2:36 PM
19	I am a Kindergarten and First Grade Math Instructional Coach and have been an educator for 10 years. I have only reviewed those grade levels for accuracy. I really like the addition of subitizing and counting backwards in the proposed standards. I also like how the standards have been divided so that there is one objective per standard.	11/23/2015 2:35 PM
20	Why are we considering adopting new standards for mathematics when these newly proposed standards are very similar to the strands we already have existing within the MO Learning Standards? This will just create more confusion for educators when school districts have to realign their standards and resources that have been recently purchased upon adopting the CCSS - and for what? What is all that time and money for, if these standards site the same resources as the existing MO Learning Standards? Even the tables sited with common problem types are the SAME as what exists within the Common Core State Standards progressions. Instead of creating new standards, use the money and time that would be spent on professional development for teachers. Give them ALL the training to effectively teach mathematics, from the same sources sited here- Jo Boaler, NCTM, etc. You don't need new standards to do that. We are already utilizing Boaler's work, attending NCTM conferences, etc, under the existing Common Core Standards. What we need to do is BUILD CAPACITY so that all educators have that knowledge, learning, and those resources. Use the money to provide additional staff who are trained in providing math interventions to students who struggle. Let's do Response to Intervention with fidelity in math. Let's build instructional tools that name strategies for teachers to utilize when a student falls at a certain place below grade level on a math progression. We could do a lot more to support teachers, and therefore, students- and none of these ideas has anything to do with wasting everyone's time adopting "new" standards that are really just more of the same thing!	11/22/2015 9:58 PM
21	Why are we considering adopting new standards for mathematics when these newly proposed standards are very similar to the strands we already have existing within the MO Learning Standards? This will just create more confusion for educators when school districts have to realign their standards and resources that have been recently purchased upon adopting the CCSS - and for what? What is all that time and money for, if these standards site the same resources as the existing MO Learning Standards? Even the tables sited with common problem types are the SAME as what exists within the Common Core State Standards progressions. Instead of creating new standards, use the money and time that would be spent on professional development for teachers. Give them ALL the training to effectively teach mathematics, from the same sources sited here- Jo Boaler, NCTM, etc. You don't need new standards to do that. We are already utilizing Boaler's work, attending NCTM conferences, etc, under the existing Common Core Standards. What we need to do is BUILD CAPACITY so that all educators have that knowledge, learning, and those resources. Use the money to provide additional staff who are trained in providing math interventions to students who struggle. Let's do Response to Intervention with fidelity in math. Let's build instructional tools that name strategies for teachers to utilize when a student falls at a certain place below grade level on a math progression. We could do a lot more to support teachers, and therefore, students- and none of these ideas has anything to do with wasting everyone's time adopting "new" standards that are really just more of the same thing!	11/22/2015 9:57 PM
22	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:21 PM
23	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:34 AM
24	In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added. 2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. 2.GM.A.4- I agree with the addition of this standard. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference. I think it’s important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It’s important to include “for example, use a visual fraction model to represent 10 x ⅖” 4.NF.B.6: It’s important to include “by using visual fraction models and equations to represent the problem” I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem.	11/19/2015 1:50 PM
25	I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. I think it’s important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade.	11/19/2015 1:48 PM

26	2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. 2.GM.A.4- I agree with the addition of this standard. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference. I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It's important to include "for example, use a visual fraction model to represent 10 x ⅗" 4.NF.B.6: It's important to include "by using visual fraction models and equations to represent the problem" I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. er Sense and Operations I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem.	11/19/2015 1:47 PM

27	Kindergarten: Number sense standards look good K.NS.B.6 - I agree with adding the subitizing standard. Number Sense and Operations to Base Ten standards look good. Relationships and Algebraic Thinking Proposed Standard K.RA.A.2 says “Solve addition and subtraction problems in context and add and subtract within ten…” It would be more clear to say “Solve addition and subtraction problems in the context of a story problem and add and subtract within ten…” Geometry and Measurement K.GM.A.1 - The proposed standard states “Describe several measurable attributes of objects, using appropriate language (e.g. length, weight, height, capacity)” This is a little unclear, examples of expected language would be helpful. K.GM.A.2 - this proposed standard is not as clear as the previous standard K.MD.A.2 It would be better to keep it as is stated in K.MD.A.2 In standard K.GM.B.1 the wording needs to be clarified. The wording “Demonstrate and understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).” implies that kindergarten students should be able to read a clock. The wording should clarify that students understand that these tools are used to measure these concepts of time but not master using these tools. First Grade: Number Sense: I agree with adding counting by 5s and 10s to the proposed standards. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added. Relationships and Algebraic Thinking In standard 1.RA.B.1, I agree with adding “Students need not use formal terms for these properties (commutative property and associative property) In Standard 1.RA.C.2, I agree with adding “Fluency refers to accuracy and efficiency and does not equate to memorization.” Geometry and Measurement In agree with adding “Describe the similarities and differences of two shapes.” (Standard 1.GM.A.1) In standard 1.GM.A.2, I agree with adding decomposing shapes and building an understanding of part-whole relationships, and the properties of the original and composite shapes. I agree with adding standard 1.GM.A.3: Recognize two-and three-dimensional shapes from different perspectives and orientations. In Standard 1.GM.B.2 - the example that is provided is very helpful for teachers to understand the standard. I am happy that they added standard 1.GM.C.2 - knowing the value of coins. Data and Statistics Standard 1.DS.A.1 is not developmentally appropriate for students to be able to independently collect, organize, and represent data. Standard 1.DS.A.2 - much more developmentally appropriate (draw conclusions from graphs, t-charts, and tallies) Second Grade: Number Sense 2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. 2.GM.A.4- I agree with the addition of this standard. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference. Geometry and Measurement 2.GM.D.2 and 2.GM.D.4 - These are good additions to the second grade. Third Grade: Operations and Algebraic Thinking 3.RA.A4 -new standard includes wording of rectangular area replacing measurement quantities. More specific. 3.RA.B.1- Specifically states students should not be expected to use the formal names for the multiplication and division properties. Properties are not mentioned in the fourth grade standards. At what point should it be expected that the properties are not only understood but also used by name? 3.R.A.C.2 - added “while automaticity for basic facts is desired, quick use of mental strategies may suffice.” I don’t agree. Geometry and Geometry 3.GM.B.2 - Added a separate standard about estimating time that is more specific. 3.GM.B.3 - Adds a more specific strategy to figuring out time word problems besides a number line, it includes clock faces as well. I like the addition. Fourth Grade: Number Sense I think it’s important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It’s important to include “for example, use a visual fraction model to represent 10 x ⅖” 4.NF.B.6: It’s important to include “by using visual fraction models and equations to represent the problem” I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. Relationships and Algebraic Thinking I agree with removing standard 4.OA.A.1 from the current standards as it is already addressed with our other standards. Fifth Grade: Number Sense and Operations I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem. Relationships and Algebraic Thinking I agree with the addition of 5.RA.A.2 Highly dislike the change from 5.OA.A.2 to 5.RA.B.2 Please re-word to read like the current standard including the examples. It is highly important that each teacher know how to interpret the standards. DO NOT DISREGARD USING EXAMPLES! Geometry and Measurement I agree with the addition of 5.GM.A.3 I agree with the change of wording for the proposed standard 5.GM.C.1	11/19/2015 1:47 PM
28	2.GM.A.4- I agree with the addition of this standard.	11/19/2015 1:46 PM

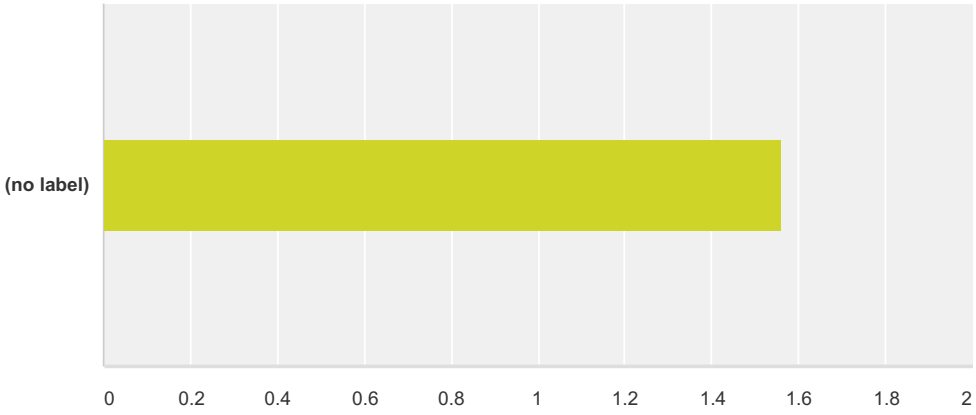
29	2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. 2.GM.A.4- I agree with the addition of this standard. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference. I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It's important to include "for example, use a visual fraction model to represent 10 x ⅖" 4.NF.B.6: It's important to include "by using visual fraction models and equations to represent the problem" I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem.	11/19/2015 1:45 PM
30	3.NBT.A.2- This standard is WAY too complex for the maturity level of 3rd grade students. This needs to be dropped to 10,000 max.	11/18/2015 2:54 PM
31	3.nf.a.7 Unclear what this means...please provide clarification of standard. 3.ra.c.2 Which facts do they need to know? 0-9? 0-12? 3.ra.e.1 needs to be more specific...please clarify	11/18/2015 1:44 PM
32	3.nf.a.7 Unclear about what this means- we need clarification of this standard.	11/18/2015 1:38 PM
33	3.NF.a.7 - Unclear what this means need examples please.	11/18/2015 1:37 PM
34	3.NF.A.7- Clarification of this standard	11/18/2015 1:37 PM
35	3.NF.A.7 we need examples.	11/18/2015 12:45 PM
36	3NF.A.7 Give examples of what this is means.....this is unclear	11/18/2015 12:45 PM
37	Much less emphasis needs to be placed on strategies. If a child can perform a 2 by 2 digit multiplication problem in about 15 seconds, they should NOT be required to then draw pictures and explain how they got the answer. A worksheet that could take a child 10 minutes has then turned into an hour long ordeal of a convoluted way to solve a problem. Sometimes, the simplest way to solve a problem is the most direct route. I think the Common Core method is great ONLY for students who need a little extra help understanding concepts. Not all children learn the same. I understand that. However, forcing ALL children to learn 5 different ways to come to a solution is not helpful when some students can pick up a concept without drawing pictures, breaking things apart only to put them back together, and spending time on problems that aren't necessary. For instance, the problem 4 X 16 can easily be solved by my child in about 5 seconds using the standard math concept of multiplication. Under common core, she has to say that 4 X 6 ones is 24, and 4 times 1 ten is 40, then add those numbers together. Why make a child go through a 5 step process (including pictures) to solve something like this? It confuses them.	11/18/2015 11:15 AM
38	There should be at least an introduction to fractions in second-grade. In the proposed standards, third-graders are expected to utilize fractions in many ways without any prior knowledge. In first-grade, students do not represent hundreds in any way, but they are expected to add them and subtract them in second-grade. There should be a clearer progression.	11/17/2015 4:32 PM
39	Overall, this is the domain that makes the most sense and is the most developmentally appropriate.	11/17/2015 2:45 PM
40	Please do not change the coding!	11/17/2015 1:49 PM
41	I thought the wording in the new standards flowed much better and were easier to understand, especially for teachers new to the profession. I felt that (mean/median/mode/range) should have been included in this category.	11/17/2015 10:52 AM
42	Move 4th grade comparing multi-digit numbers to 3rd grade to follow up on 2nd grade. Also, add in items on input and output tables to go with number patterns, add/subtract, and multiplication/division.	11/17/2015 10:46 AM
43	Very similar to MLS, in some cases only a few words were changed.	11/17/2015 10:44 AM
44	I think counting by fives should still be included in learning standards.	11/17/2015 10:25 AM
45	Would like to see counting by 5 added back in NBT.	11/17/2015 10:19 AM
46	I like how it breaks the standards down more into chunks. It will make it easier to know exactly what to teach and how in depth.	11/17/2015 8:52 AM
47	All the standards are appropriate for 1st grade.	11/13/2015 3:38 PM
48	Love it!	11/13/2015 3:35 PM

49	I love that there are examples for what is expected when teaching these learning strands. This will lead to well rounded instruction.	11/13/2015 3:34 PM
50	Just don't go crazy on math assessments!!!	11/13/2015 2:43 PM
51	This standard is acceptable and 4th grade is capable.	11/13/2015 10:42 AM
52	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
53	Changing the coding of the standards will greatly impact my classroom instruction. As a school district, we have invested time and money in developing curriculum to align to the current standards. In this domain, very few significant changes have occurred from the past standards to the proposed standards. HOWEVER, the coding is different, making it much more difficult to find resources and align our content.	11/9/2015 3:02 PM
54	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 2:59 PM
55	Making changes to the numbers will just add more work to the teacher's plates, more expense to districts, and burnout overall! Leave the coding numbers alone.	11/9/2015 2:57 PM
56	Please keep the existing coding since numerous hours of teacher time and financial resources have been used to ensure all materials are coded appropriately.	11/9/2015 2:55 PM
57	Please use the same existing coding due to finding appropriate materials that correspond by the coding. Also years of curriculum writing will have to be redone just because of different coding.	11/9/2015 2:53 PM
58	Please use the existing coding because our school district has invested a significant amount of money as well as teachers investing a significant amount of time finding and purchasing resources on the existing coding system. If the coding changes, resources may no longer be appropriate for use causing the district as well as teachers to start from scratch, which is an overwhelming task. If the coding changes, I may no longer be able to access or find developmentally appropriate materials and resources for my students.	11/9/2015 2:53 PM
59	If the coding stays the same, then materials available for additional teaching tools will be at our fingertips.	11/9/2015 2:53 PM
60	4.NBT.A.5- The word fluency is misleading due to the fact that fluency is synonymous with automaticity. If this is a new skill for 4th grade, is it fair to expect the students to be fluent in this skill or would it be more appropriate to say they can do the skill sufficiently? Taking out fluency might be a suggestion to think about. 4.NBT.A.6- This standard does not include the use of the standard algorithm for multiplying numbers. Why are the words standard algorithm not used? Does the standard algorithm need to be taught to support 5th grade standards? N.NBT.A.7- This standard does not state that we need to teach the standard algorithm for division. We need to teach the standard algorithm. The expectations for displaying division as rectangular arrays and areas models seems very inappropriate given the fact that we only use one digit divisors and the fact we need to keep the concept division minded and not mix multiplication or area/perimeter to convey the concept.	11/4/2015 5:44 PM
61	I am happy with these standards as they are similar to CCSS and show great rigor for my students.	11/4/2015 8:53 AM
62	Why are we focusing so much on fractions and algebraic thought during 3rd through 5th grades? Number sense and rote memorization of math facts need to have a larger emphasis during these grades. Pushing these former middle grades topics downward have had negative effects as students have reached high school. This is likely due to several reasons: 1. Students in 3rd through 5th grade are likely not ready for the aforementioned topics. 2. Elementary teachers are usually not skilled/educated in mathematics to a point where they can teach it effectively. 3. Forsaking drill and practice of mathematics reduces confidence and increases a dependence on technology for basic calculations. Some of these topics need to be reserved for the middle grades when students can actually handle them and the teachers are more qualified to teach them.	10/30/2015 2:48 PM

Number Sense and Operations in Fractions

Q21 The standards in this domain are developmentally appropriate.

Answered: 89 Skipped: 337



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**66.29%** 59	**16.85%** 15	**11.24%** 10	**5.62%** 5	89	1.56

#	Suggested revisions for standards:	Date
1	What limits on fractions do we have in 4th grade? same as 3rd? I was speaking with someone about this last night. She wondered if restricting different denominators at a young age gives them misconceptions about fractions. We are glad that 4.NF.A.3 doesn't just say common denominators...thank you! 4.NF.B.5 Love this standard...adding the word groups of for multiplication is great. In 5th grade is there a limit to the factors of 100 for a reason??? Don't we want them using other denominators... We thought of one reason...because this standard comes from the decimal point of view then factors of 100 would all be able to be equivalent and changed to a decimal? Just wondering. 5.NF.B.2...the big one is one strategy but there are MANY MANY other strategies that are more conceptually appropriate. (area models, fraction strips, etc.)	12/2/2015 1:16 PM
2	Keep the coding of standards as close to the Common Core codes. Don't change the order. When you split a standard, maybe make it 4.NBT.A.2a and 4.NBT.A.2.b. No need to split 4.NF.A.1 into 2 standards. Put both the new standards into one.	12/1/2015 11:16 PM
3	Too much in each grade. Needs to be introduced earlier if expected to master all standards.	12/1/2015 3:44 PM
4	Too much in each grade. Needs to be introduced earlier if expected to master all standards.	12/1/2015 3:44 PM
5	Too much in each grade. Needs to be introduced earlier if expected to master all standards.	12/1/2015 3:44 PM

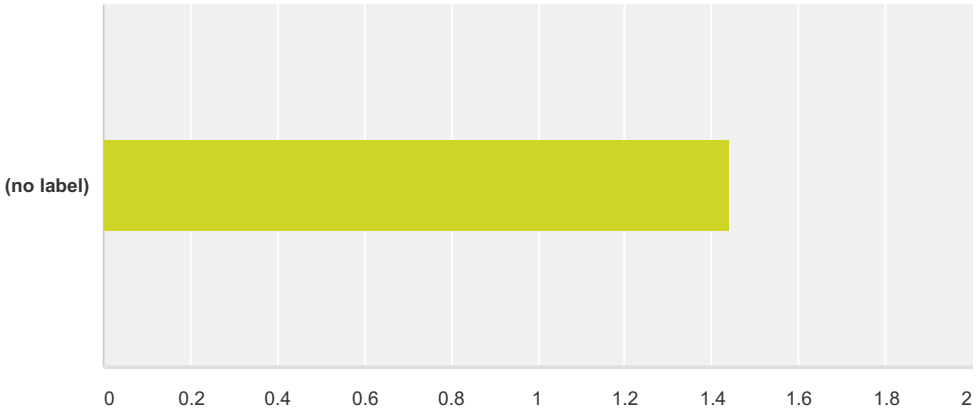
6	I believe these standards are more rigorous than the current standards. After spending 2 years struggling with students through this content, I am not sure that this domain is an area where increased rigor is appropriate. While I believe that with the proper foundation in the lower grades and adequate time many 5th graders can master this content, I do not think it is developmentally appropriate to expect mastery of this level of understanding from ALL students. Areas I think could use revision are fraction decimal conversion and estimation requirements: Fraction decimal conversion I think belongs in the 6th grade exploration of fractions, decimals, and percentage. I think continuing to support the 4th grade understanding of decimal fractions is appropriate, and perhaps the addition of very familiar fractions like 1/2, 1/4, and 3/4. But every fraction with a denominator that is a factor of 100? Do they need to be in their simplest form? Clarity is needed here. I fear that this will lead to a focus on the algorithm rather than understanding. Again, many students could, but I don't think it is appropriate to expect every student to master it. Estimation: I appreciate the fourth grade language of "use estimation to assess the reasonableness of an answer." I think this requiremenent builds number sense and gives a real purpose to estimating (which many students struggle with). However, the 5th grade standard NF.B.1 is inappropriate. First, I don't understand why students should be able to do estimations with operations in decimals to the thousandths, but are only expected to master operations with decimals to the hundredths. Also, this might seem like a small complaint, but it is one I believe will have many unintended negative consequences for Math instruction and for students as learners. In order to do standards based grading in my district and many others, each standard is unpacked and 5 versions of a small 4 question quiz are created to assess each component of the unpacked standard. NF.B1 would be unpacked into at least 4 different benchmarks or 20 different quizzes. (Sums and diff of decimals, products of decimals, sums and diff of fractions, products of fractions). The hurdle of getting our struggling students over these abstract skills will take up time that would be better spent developing better understanding of fraction and decimal operations. This will result in teachers resorting to "follow these steps to get the right answer" rather than building number sense with fractions and decimals. Of course it doesn't have to be this way, but this is simply the reality faced by teachers who are under considerable pressure to get every student to master every standard even if it means taking shortcuts that rob students of mathematical learning. On the other hand, including the phrase "use estimation to assess the reasonableness of an answer" in NBT5, NBT6, NBT7, NFB2, NFB3, and NFB4 would support estimation as a useful strategy that builds number sense, mental math, and computational fluency rather than an abstract, naked number skill that only decontextualizes estimation from its purpose. Please consider this revision.	12/1/2015 2:50 AM
7	The use of number line makes these standards developmentally appropriate for third grade.	11/30/2015 3:21 PM
8	The uses of numberlines makes these standards developmentally appropriate for 3rd grade.	11/30/2015 2:14 PM
9	3rd grade, use of number lines is appropriate for this grade level.	11/30/2015 1:53 PM
10	2.GM.A.3 needs to include fraction notation.	11/30/2015 10:34 AM
11	3.NF.A.5- Third graders can identify equivalent fractions, but should not be asked to explain them. We find the following standards to be developmentally inappropriate for 4th grade students: 4.NF.A.3 4.NF.B.1 4.NF.B.2 4.NF.B.3 4.NF.B.4 4.NF.C.2 4.NF.C.3 (new to 4th grade- should not be added) 4.NF.C.4 (new to 4th grade- should not be added)	11/24/2015 1:01 PM
12	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:36 AM
13	We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It's important to include "for example, use a visual fraction model to represent 10 x ⅖" 4.NF.B.6: It's important to include "by using visual fraction models and equations to represent the problem"	11/19/2015 1:49 PM
14	3NFA3: I feel this should be introduced in 3rd grade but not tested at mastery on state assessments. 3NFA5: I feel this should be limited to halves in 3rd grade as far as testing goes.	11/17/2015 2:54 PM
15	Survey is based upon 5th grade	11/17/2015 10:51 AM
16	5th grade	11/17/2015 10:50 AM
17	A.1 and A.2 should be combined like they are in the previous standards. C.3 - when putting decimals into expanded form, are students expected to use notations? An example needs to be provided.	11/17/2015 10:47 AM
18	5.NF.B.1 b&c: These standards do not make sense and need to be written better.	11/13/2015 1:30 PM
19	Fourth grade students should focus on using equivalent fractions, adding and subtracting fraction, but multiplying fractions even by whole numbers maybe too much.	11/13/2015 10:41 AM
20	Most students struggle with standards 4.NF.A.3 and 4.NF.B.1 and do not comprehend these skills..	11/13/2015 10:00 AM
21	Decimal notation in expanded and word form would be very difficult developmentally for fourth graders.	11/9/2015 7:45 PM

22	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
23	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:00 PM
24	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:00 PM
25	Standards are appropriate, but leave the coding alone.	11/9/2015 3:00 PM
26	5 NF. B.3 Are word problems going to be included in the standards? I only see the the term "word problems" used in Relationships and Algebraic Thinking.	11/4/2015 4:36 PM

Number Sense and Operations in Fractions

Q22 The standards in this domain follow a coherent path through and across all grade levels.

Answered: 85 Skipped: 341



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**69.41%** 59	**20.00%** 17	**8.24%** 7	**2.35%** 2	85	1.44

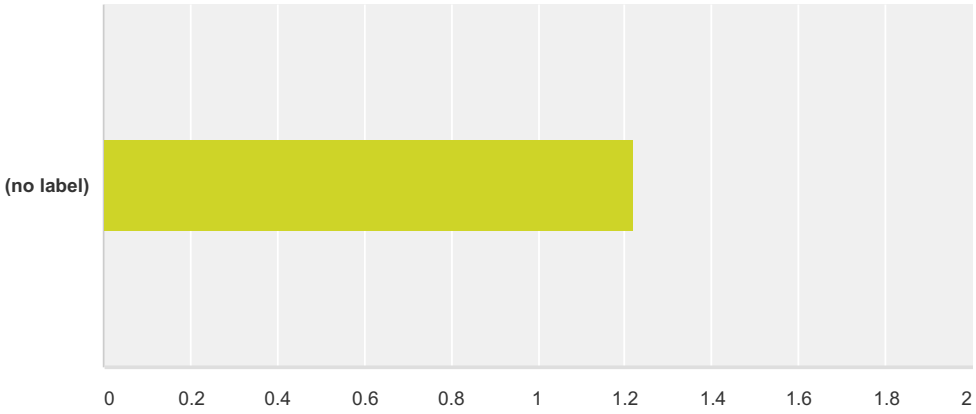
#	Suggested revisions for standards:	Date
1	5.NF.B.3 Why was the part about making "equivalent fractions" taken out? Just wondering. I really think this will help so that teachers don't go straight to the common denominator method... PUT 5.NF.B.3 BACK IN THE STANDARDS....IT'S GREAT FOR KIDS TO UNDERSTAND THAT FRACTIONS ARE DIVISION. THIS IS WHAT HAPPENS WHEN WE HAVE EQUAL SHARING...3 CANDY BARS...4 KIDS...EVERY KID GETS 3/4 OF A CANDY BAR...PUT IT BACK.	12/2/2015 1:16 PM
2	The skills of equivalence of fractions and operations with fractions is covered. Many teachers still question whether or not fractions need to be simplified to lowest term. An explanation of or mention within the grade levels as to the expectation of "reducing fractions" is needed. At fifth grade students are expected to add and subtract fractions and mixed numbers with unlike denominators. There is no mention anywhere of finding common factors and multiple, GCF or LCM. This needs to be included in the fractions standard.	12/2/2015 12:29 PM
3	It is coherent but seems to be too much.	12/1/2015 3:44 PM
4	It is coherent but seems to be too much.	12/1/2015 3:44 PM
5	It is coherent but seems to be too much.	12/1/2015 3:44 PM
6	The students need exposure to fractions in 2nd grade in order to master the standards in 3rd grade.	11/30/2015 3:21 PM
7	The students need exposure to fractions in 2nd grade in order to master the standards in 3rd grade.	11/30/2015 2:24 PM
8	The students need exposure to fractions in 2nd grade in order to master the standards in 3rd grade.	11/30/2015 2:14 PM
9	Students need exposure to fractions in 2nd grade to master standard in 3rd grade.	11/30/2015 1:53 PM
10	The lack of anchor standards is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:36 AM
11		11/19/2015 1:49 PM
12	3NFA3: I feel this should be introduced in 3rd grade but not tested at mastery on state assessments. 3NFA5: I feel this should be limited to halves in 3rd grade as far as testing goes.	11/17/2015 2:54 PM
13	Survey is based upon 5th grade	11/17/2015 10:51 AM

14	5th grade	11/17/2015 10:50 AM
15	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
16	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:00 PM
17	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:00 PM
18	Standards are appropriate, but leave the coding alone.	11/9/2015 3:00 PM

Number Sense and Operations in Fractions

Q23 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 85 Skipped: 341



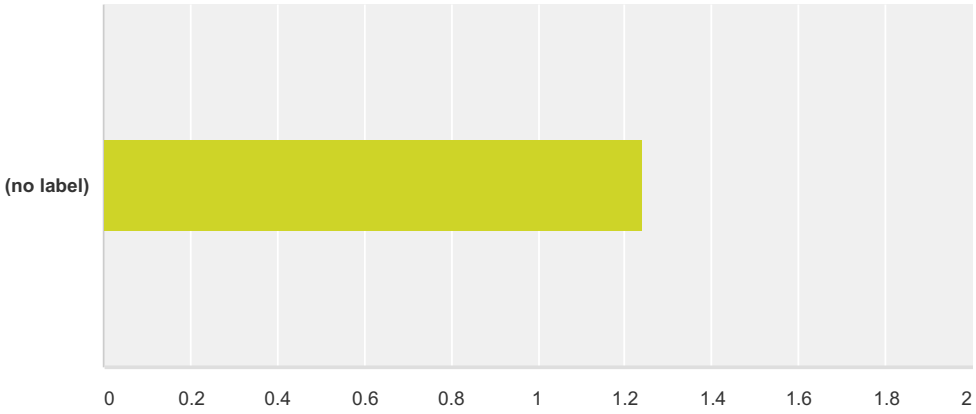
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**83.53%** 71	**12.94%** 11	**1.18%** 1	**2.35%** 2	85	1.22

#	Suggested revisions for standards:	Date
1	Often, standards have been added which are implied by current standards. The language of the proposed standards has neutered the strong work of the current standards.	11/20/2015 10:36 AM
2	3NFA3: I feel this should be introduced in 3rd grade but not tested at mastery on state assessments. 3NFA5: I feel this should be limited to halves in 3rd grade as far as testing goes.	11/17/2015 2:54 PM
3	Survey is based upon 5th grade	11/17/2015 10:51 AM
4	5th grade	11/17/2015 10:50 AM
5	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
6	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:00 PM
7	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:00 PM
8	Standards are appropriate, but leave the coding alone.	11/9/2015 3:00 PM

Number Sense and Operations in Fractions

Q24 The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment.

Answered: 85 Skipped: 341



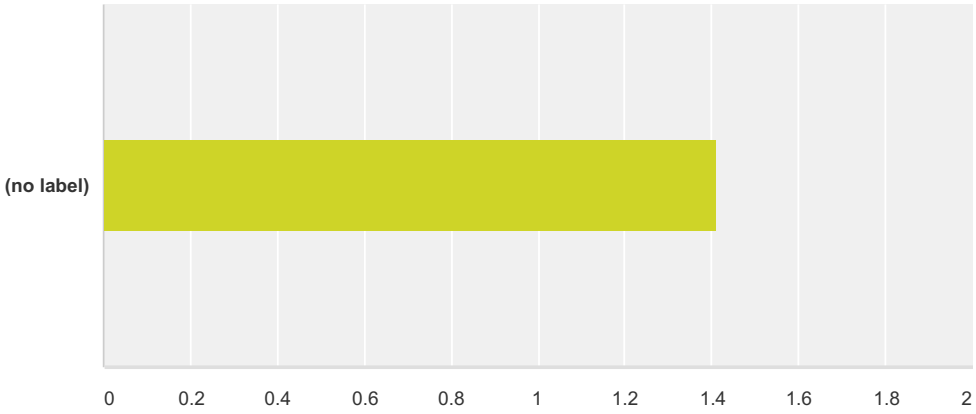
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**82.35%** 70	**14.12%** 12	**1.18%** 1	**2.35%** 2	85	1.24

#	Suggested revisions for standards:	Date
1	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:36 AM
2	3NFA3: I feel this should be introduced in 3rd grade but not tested at mastery on state assessments. 3NFA5: I feel this should be limited to halves in 3rd grade as far as testing goes.	11/17/2015 2:54 PM
3	Survey is based upon 5th grade	11/17/2015 10:51 AM
4	5th grade	11/17/2015 10:50 AM
5	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
6	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:00 PM
7	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:00 PM
8	Standards are appropriate, but leave the coding alone.	11/9/2015 3:00 PM

Number Sense and Operations in Fractions

Q25 The standards in this domain are understandable to educators and explainable to parents and other stakeholders.

Answered: 86 Skipped: 340



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**69.77%** 60	**22.09%** 19	**5.81%** 5	**2.33%** 2	86	1.41

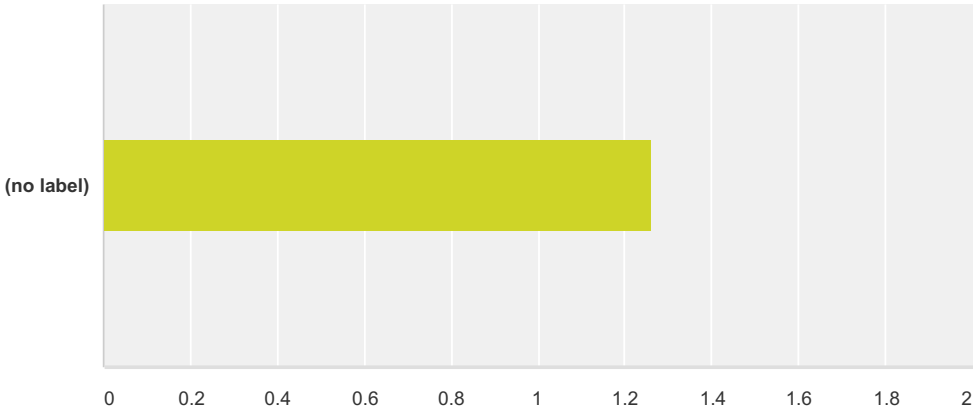
#	Suggested revisions for standards:	Date
1	3.NF.A.4 This standard should say "compared to the same whole" NOT if they are the same size. 5.NF.B.5 Examples examples examples please.	12/2/2015 1:16 PM
2	I think two things need to be clarified in the 5th grade standards: 1. Do sums, differences,and products of fractions need to be in their simplest form? 2. Does subtracting mixed numbers include situations where you need to regroup from the whole? These questions are the subject of much (sometimes heated) debate among my colleagues. Please be explicit and clear about these expectations.	12/1/2015 2:50 AM
3	The example of 1/4 instead of 1/b made the standard clear for the teachers. (3.NF.A.1)	11/30/2015 3:21 PM
4	The example of 1/4 instead of 1/b made the standard clear for the teachers (3.NF.A.1)	11/30/2015 2:14 PM
5	The example of 1/4 instead of 1/b made the standard clear.	11/30/2015 1:53 PM
6	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:36 AM
7	I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade.	11/19/2015 1:49 PM
8	We would like to have examples shown where applicable.	11/18/2015 2:49 PM
9	Suggesting that the examples remain in the proposed learning standards as in the current learning standards.	11/18/2015 2:48 PM
10	Examples need to be included with the new standards.	11/18/2015 2:44 PM
11	Examples written in the standards, where applicable, would be helpful.	11/18/2015 9:54 AM
12	3NFA3: I feel this should be introduced in 3rd grade but not tested at mastery on state assessments. 3NFA5: I feel this should be limited to halves in 3rd grade as far as testing goes.	11/17/2015 2:54 PM
13	Survey is based upon 5th grade	11/17/2015 10:51 AM

14	5th grade	11/17/2015 10:50 AM
15	Examples need to be provided.	11/17/2015 10:47 AM
16	Some issues with clarification of notation to be used--expanded notation, algebraic notation, scientific notation, etc	11/17/2015 10:42 AM
17	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
18	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:00 PM
19	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:00 PM
20	Standards are appropriate, but leave the coding alone.	11/9/2015 3:00 PM

Number Sense and Operations in Fractions

Q26 The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 85 Skipped: 341



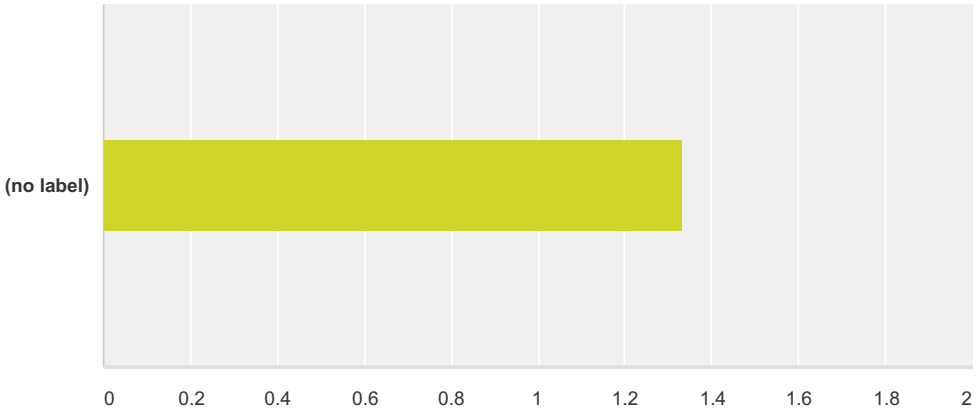
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**80.00%** 68	**16.47%** 14	**1.18%** 1	**2.35%** 2	85	1.26

#	Suggested revisions for standards:	Date
1	I wish we would add the MLA Standard - 5.NF.B.3 into the proposed standards.	12/2/2015 3:58 PM
2	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:36 AM
3	3NFA3: I feel this should be introduced in 3rd grade but not tested at mastery on state assessments. 3NFA5: I feel this should be limited to halves in 3rd grade as far as testing goes.	11/17/2015 2:54 PM
4	Survey is based upon 5th grade	11/17/2015 10:51 AM
5	5th grade	11/17/2015 10:50 AM
6	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
7	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:00 PM
8	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:00 PM
9	Standards are appropriate, but leave the coding alone.	11/9/2015 3:00 PM

Number Sense and Operations in Fractions

Q27 The standards in this domain are accurate and encompass the breadth of the content.

Answered: 84 Skipped: 342



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**76.19%** 64	**16.67%** 14	**4.76%** 4	**2.38%** 2	84	1.33

#	Suggested revisions for standards:	Date
1	Encompasses too much. Master the basics first, we're asking them to slam dunk the ball in 4th grade when they can't even dribble.	12/1/2015 3:44 PM
2	They are limited and weakened.	11/20/2015 10:36 AM
3	3NFA3: I feel this should be introduced in 3rd grade but not tested at mastery on state assessments. 3NFA5: I feel this should be limited to halves in 3rd grade as far as testing goes.	11/17/2015 2:54 PM
4	Survey is based upon 5th grade	11/17/2015 10:51 AM
5	5th grade	11/17/2015 10:50 AM
6	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
7	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:00 PM
8	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:00 PM
9	Standards are appropriate, but leave the coding alone.	11/9/2015 3:00 PM

Number Sense and Operations in Fractions

Q28 Overall comments regarding the proposed Number Sense and Operations in Fractions:

Answered: 26 Skipped: 400

#	Responses	Date
1	4.NF.C.3 (read and write decimals) *Too hard for 4th graders. They already struggle with basic fractions. 5.NF.B.1 (estimate fractions) * Not developmentally ready for this skill 5.NF.B.2 (justify estimate fractions) * Not developmentally ready for this skill 5.NF.B.4 (Interpret X of fractions) * Not developmentally ready for this skill 5.NF.B.5 (model fractions) * Too abstract	12/2/2015 7:51 PM
2	These reviews come from the hands of 3 instructional math coaches and 2 curriculum coordinators!!!!	12/2/2015 1:16 PM
3	Give an example on 5.NF.A.2	12/1/2015 3:44 PM
4	Give an example on 5.NF.A.2	12/1/2015 3:44 PM
5	Give an example on 5.NF.A.2	12/1/2015 3:44 PM
6	I like these standards quite a bit. I think they improve on the CC standards in many promising ways. Please consider that the more content that is required to be covered, the less time students have to go from concrete to representational to abstract in their learning. The NBT and NF standards ask a lot of 10 year olds: a complete understanding of all four operations with whole numbers, fractions, and decimals. And that is just 2 domains! 5th grade is the culmination of the K5 standards. Please do not add anything that is not a necessary part of that picture.	12/1/2015 2:50 AM
7	Very clear and concise!	11/30/2015 1:39 PM
8	Overall, I feel that the proposed standards are much easier to read and understand than the old Missouri Learning Standards.	11/30/2015 12:38 PM
9	The bulleted format is more teacher friendly Enforcing what the meaning of fluency is throughout the standards is helpful	11/30/2015 10:06 AM
10	4NFB3 - simplest form should be required 4NFB4 - On word problems visual representation is important 4NFB6 - Add write an equation to represent 4NFC5 - building block for decimals and shouldn't be taken out	11/30/2015 8:09 AM
11	Many of these standards in the 4th grade are too difficult and not developmentally appropriate for students of that age. In addition, there is way too many standards for teachers to teach well. Students will be moving to 5th grade with only surface level knowledge of these concepts due to the volume of standards 4th grade teachers are going to be responsible for. Many of these standards are currently being taught with the CCSS and are incredibly hard. Students do not understand, even high performing students feel defeated. Now that we are adding onto what is already too hard, we are stealing time from things that are already not perfected. Decimals should be taught related to money, not fractions. There seems to be a big jump in difficulty from 3rd grade math to 4th grade math.	11/24/2015 1:01 PM
12	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:21 PM
13	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:36 AM

14	2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. 2.GM.A.4- I agree with the addition of this standard. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference. I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It's important to include "for example, use a visual fraction model to represent 10 x ⅖" 4.NF.B.6: It's important to include "by using visual fraction models and equations to represent the problem" I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem.	11/19/2015 1:49 PM
15	I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem.	11/19/2015 1:49 PM

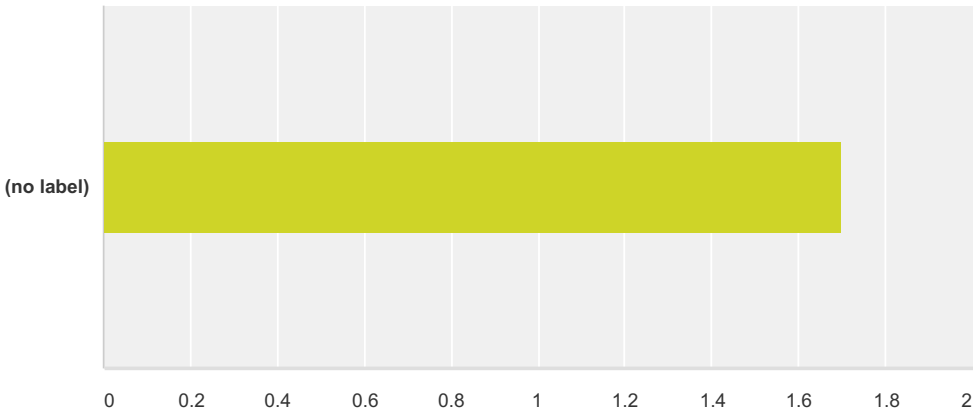
16	Comments for Proposed Standards for all to note: ALL GRADES: Kindergarten: Number sense standards look good K.NS.B.6 - I agree with adding the subitizing standard. Number Sense and Operations to Base Ten standards look good. Relationships and Algebraic Thinking Proposed Standard K.RA.A.2 says “Solve addition and subtraction problems in context and add and subtract within ten…” It would be more clear to say “Solve addition and subtraction problems in the context of a story problem and add and subtract within ten…” Geometry and Measurement K.GM.A.1 - The proposed standard states “Describe several measurable attributes of objects, using appropriate language (e.g. length, weight, height, capacity)” This is a little unclear, examples of expected language would be helpful. K.GM.A.2 - this proposed standard is not as clear as the previous standard K.MD.A.2 It would be better to keep it as is stated in K.MD.A.2 In standard K.GM.B.1 the wording needs to be clarified. The wording “Demonstrate and understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).” implies that kindergarten students should be able to read a clock. The wording should clarify that students understand that these tools are used to measure these concepts of time but not master using these tools. First Grade: Number Sense: I agree with adding counting by 5s and 10s to the proposed standards. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added. Relationships and Algebraic Thinking In standard 1.RA.B.1, I agree with adding “Students need not use formal terms for these properties (commutative property and associative property) In Standard 1.RA.C.2, I agree with adding “Fluency refers to accuracy and efficiency and does not equate to memorization.” Geometry and Measurement In agree with adding “Describe the similarities and differences of two shapes.” (Standard 1.GM.A.1) In standard 1.GM.A.2, I agree with adding decomposing shapes and building an understanding of part-whole relationships, and the properties of the original and composite shapes. I agree with adding standard 1.GM.A.3: Recognize two-and three-dimensional shapes from different perspectives and orientations. In Standard 1.GM.B.2 - the example that is provided is very helpful for teachers to understand the standard. I am happy that they added standard 1.GM.C.2 - knowing the value of coins. Data and Statistics Standard 1.DS.A.1 is not developmentally appropriate for students to be able to independently collect, organize, and represent data. Standard 1.DS.A.2 - much more developmentally appropriate (draw conclusions from graphs, t-charts, and tallies) Second Grade: Number Sense 2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. 2.GM.A.4- I agree with the addition of this standard. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference. Geometry and Measurement 2.GM.D.2 and 2.GM.D.4 - These are good additions to the second grade. Third Grade: Operations and Algebraic Thinking 3.RA.A4 -new standard includes wording of rectangular area replacing measurement quantities. More specific. 3.RA.B.1- Specifically states students should not be expected to use the formal names for the multiplication and division properties. Properties are not mentioned in the fourth grade standards. At what point should it be expected that the properties are not only understood but also used by name? 3.R.A.C.2 - added “while automaticity for basic facts is desired, quick use of mental strategies may suffice.” I don’t agree. Geometry and Geometry 3.GM.B.2 - Added a separate standard about estimating time that is more specific. 3.GM.B.3 - Adds a more specific strategy to figuring out time word problems besides a number line, it includes clock faces as well. I like the addition. Fourth Grade: Number Sense I think it’s important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It’s important to include “for example, use a visual fraction model to represent 10 x ⅖” 4.NF.B.6: It’s important to include “by using visual fraction models and equations to represent the problem” I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. Relationships and Algebraic Thinking I agree with removing standard 4.OA.A.1 from the current standards as it is already addressed with our other standards. Fifth Grade: Number Sense and Operations I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem. Relationships and Algebraic Thinking I agree with the addition of 5.RA.A.2 Highly dislike the change from 5.OA.A.2 to 5.RA.B.2 Please re-word to read like the current standard including the examples. It is highly important that each teacher know how to interpret the standards. DO NOT DISREGARD USING EXAMPLES! Geometry and Measurement I agree with the addition of 5.GM.A.3 I agree with the change of wording for the proposed standard 5.GM.C.1	11/19/2015 1:39 PM
17	Overall, this domain is okay except for the two standards addressed above. Missouri has gotten into the bad habit of pushing standards down a grade level or two as well as widening the scope of what is taught so that we now teach a mile wide and an inch deep. We are setting our kids up for failure. I don't know if we are trying to impress other states or what by having such a tough curriculum, but it is pointless. The kids know less than ever because we throw too much at them at a level that is not developmentally appropriate.	11/17/2015 2:54 PM
18	Very closely related to MLS. Would not require massive overhauling of established teaching practices.	11/17/2015 10:50 AM
19	Thank you for adding in specific limits on the denominators.	11/17/2015 10:37 AM

20	This strand is acceptable for 4th grade. I feel we need to teach fractions in different facets and earlier. We need to have more ways apply fractions.	11/13/2015 10:45 AM
21	The differences in the coding of the standard will negatively impact my classroom instruction. As a school district, we have spent a lot of money and time to purchase resources and align our curriculum to the current standards. As an educator, having to completely rewrite the curriculum and find new resources (or tediously spend time connecting the resources to the new coding system), would negatively impact my time and effort spent in actually teaching the standards. I do appreciate that you have broken down the longer standards into smaller parts; however, as an educator it would be easier to use if they were broken down into subpoints (i.e. subpoint a) instead of into completely new standards.	11/9/2015 7:45 PM
22	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
23	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:00 PM
24	Leave the coding alone. It will add greater expense to districts, and burnout to educators.	11/9/2015 3:00 PM
25	I am happy with these standards as they are similar to CCSS and show great rigor for my students.	11/4/2015 8:53 AM
26	I like the scaffolding done within these strands. Students will develop a balanced continuum through the application.	11/4/2015 8:44 AM

Q30 The standards in this domain are developmentally appropriate.

Relationships and Algebraic Thinking

Answered: 137 Skipped: 289



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**56.20%** 77	**21.90%** 30	**17.52%** 24	**4.38%** 6	137	1.70

#	Suggested revisions for standards:	Date
1	4 RA.A.2 A letter in an equation should not be used in multi step problems. This needs to be more simplistic. This is also the case for the next standard and using a letter to stand for the unknown quantity.	12/2/2015 10:12 PM
2	Kindergarten Can we please add a standard to say, "Demonstrate fluency with sums and differences within 5." Right now it's embedded in K.RA.A.1 but it needs to stand alone as its own standard like in first grade 1.RA.C.2. K.RA.A.2 TAKE OUT AS NEEDED. Students (especially younger kids although every size child (even adults) need pictures and objects. K.RA.A.3 We love the addition of the word compose. 4.RA.A.1 AWESOME	12/2/2015 1:30 PM
3	Keep the coding of standards as close to the Common Core codes. Don't change the order. When you split a standard, maybe make it 4.NBT.A.2a and 4.NBT.A.2.b. 4.OA.A.1 (Not in proposed standards.) is a prerequisite for 4.RA.A.1. No need to split 4.OA.A.3 into 2 standards. Put both the new standards into one. No need to split 4.OA.B.4 into 2 standards. Put both the new standards into one. No need to split 4.OA.C.5 into 2 standards. Put both the new standards into one.	12/1/2015 11:17 PM
4		12/1/2015 9:10 PM
5	1 RA.A.3 The equal sign should not be moved in first grade math. It should remain at the end of the equation. 1 RA.A.4 The equal sign should remain at the end of the equation not 9=10-1.	12/1/2015 3:22 PM
6	Again I think these standards are more rigorous than the current standards? I am not sure why this decision was made? I think representing all 4 operations in a multi step word problem with whole numbers, fractions and decimals while using a variable to represent the unknown is developmentally inappropriatE. A 5th grader has a child's brain that is developing into an adolescent brain. This occurs in different ways at different times for each individual. Many students ARE ready to grasp that level of abstraction, but I do not feel that is appropriate to expect ALL students to MASTER this skill. This jumps too quickly into abstraction with operations and types of numbers that are new to them.	12/1/2015 3:02 AM
7	3.RA.A.5 This is the first year the students are taught multiplication and division. ? divided by 3=5 is NOT developmentally appropriate for this grade level.	11/30/2015 3:20 PM
8	3 RA.A.5 This is the 1st year the students are taught multiplication and division. ?/3 =5 is not developmentally appropriate for this grade level.	11/30/2015 2:23 PM
9	RAB1 5th Fifth graders are capable of including exponents in order of operations.	11/30/2015 2:23 PM

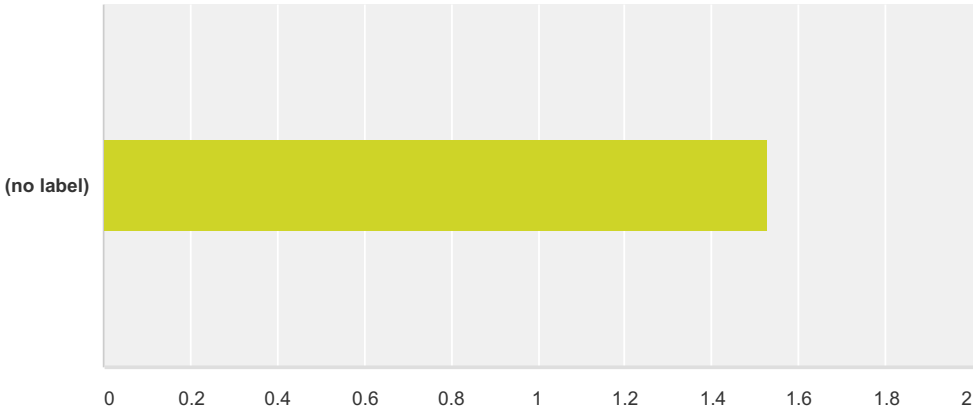
10	RAB1 5th: Fifth graders are capable of including exponents in order of operations.	11/30/2015 2:20 PM
11	3.RA.A.5 This is the 1st year the students are taught multiplication and division. ? divided by 3=5 is not developmentally appropriate for this grade level.	11/30/2015 2:12 PM
12	3.RA.A.5 - This is the 1st year the students are taught multiplication and division. ?/3=5 is not developmentally appropriate for this grade level.	11/30/2015 2:01 PM
13	3.RA.A.5 This is the 1st year the students are taught multiplication and division. this standard is not developmentally appropriate for this grade.	11/30/2015 1:50 PM
14	4.RA.A.1- This standard it too hard of a concept for 4th grade students. It is too wordy and too many steps.	11/24/2015 1:01 PM
15	I feel that 1.OA.C.5 is not implied in the new standard 1.RA.C.1 as it is stated in the crosswalk. I think that is an important standard and that it gets passed over in the proposed standards.	11/23/2015 2:42 PM
16	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:38 AM
17	Proposed Standard K.RA.A.2 says “Solve addition and subtraction problems in context and add and subtract within ten…” It would be more clear to say “Solve addition and subtraction problems in the context of a story problem and add and subtract within ten…” 3.RA.A4 -new standard includes wording of rectangular area replacing measurement quantities. Please be more specific. 3.R.A.C.2 - added “while automaticity for basic facts is desired, quick use of mental strategies may suffice.” I don’t agree. I highly dislike the change from 5.OA.A.2 to 5.RA.B.2 Please re-word to read like the current standard including the examples.	11/19/2015 1:53 PM
18	1.RA.A.4 It is too difficult for students to determine the unknown number in a sentence when the math sentence is written in reverse order, i.e. 9 = 10 - [] rather than 10 - [] = 9	11/18/2015 3:25 PM
19	This is the one domain that is spot on! In fact, I would even increase what they need to know in 3rd grade from knowing their multiplication facts within 100 to 144 (we do all of our facts up to 12X12).	11/17/2015 3:00 PM
20	Survey is based upon 5th grade	11/17/2015 10:54 AM
21	5th grade	11/17/2015 10:53 AM
22	4.RA.A.1 is a basic concept for 4th grade and would much better fit into the 3rd grade standard of learning multiplicative comparison statements.	11/17/2015 10:43 AM
23	3.RA.A.4 I feel this standard needs to be broken down more. It needs to be more specific. It says to solve word problems involving equal groups, arrays, and rectangular area, e.g. by using drawings and/or equations with a symbol for the unknown number. I'm not really sure what this means. 3.RA.C.2 How far should this go...only to the 9's?? 3.RA.E.1 What kind of patterns? How far should we take this?	11/17/2015 9:02 AM
24	Comparing story problems is too hard for 1st graders.	11/13/2015 3:41 PM
25	Comparing is too difficult for first grade.	11/13/2015 3:41 PM
26	Comparing word problems are not appropriate for first graders!!!!	11/13/2015 3:40 PM
27	The comparison story problems still seem abstract for kids. We can teach them the trick to solving it but I'm not sure they truly understand it. I feel like comparison story problems are not grade level appropriate. I also feel like the working with equations learning target can be very abstract and not quite developmentally appropriate.	11/13/2015 2:42 PM
28	1.RA.A.4 is developmentally inappropriate for for 1st graders. 1.RA.A.1 is much too extensive for 1st grade. Adding to, taking from, and comparing are appropriate, but the other types of problems are too abstract for students who are still concrete thinkers.	11/13/2015 2:24 PM
29	In first grade, 1.RA.A.4 is not developmentally appropriate. They often really struggle to meet this expectation. 1.RA.A.1 Solving all of those types of word problems is extremely difficult in first grade. Adding to, taking from, and comparing are more developmentally appropriate. The others are too abstract for such concrete thinkers.	11/13/2015 2:23 PM
30	3.RA.B.1 Omit the Distributive property at the third grade level	11/13/2015 11:10 AM
31	3.RA.B.1 Omit the Distributive Property at the third grade level.	11/13/2015 11:10 AM
32	3.RA.B.1 Students should only be responsible for the commutative and associative properties. Distributive properties seem more like fourth grade standards.	11/13/2015 11:10 AM

33	K.RA.A.1 Use a variety of strategies to represent sums and difference within ten with emphasis on developing fluency within five. Students who are just gaining understanding of numbers and the basic concept of addition, the act of having students be fluent in addition up to five is extremely difficult to impossible for some. There can't be a deeper understanding of numbers if in the same year students learn numbers then are required to be fluent in addition up to five.	11/9/2015 3:51 PM
34	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:04 PM
35	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:02 PM
36	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:01 PM
37	Standards are appropriate, but leave the coding alone.	11/9/2015 3:01 PM
38	As a first grade teacher, I struggle to help 6 and 7 year old students to think abstractly about numbers enough to use the strategy "make a ten." I do not think most first graders can conceptualize this, and I would recommend teaching that strategy in a later grade.	10/30/2015 12:49 PM

Relationships and Algebraic Thinking

Q31 The standards in this domain follow a coherent path through and across all grade levels.

Answered: 134 Skipped: 292



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**63.43%** 85	**24.63%** 33	**7.46%** 10	**4.48%** 6	134	1.53

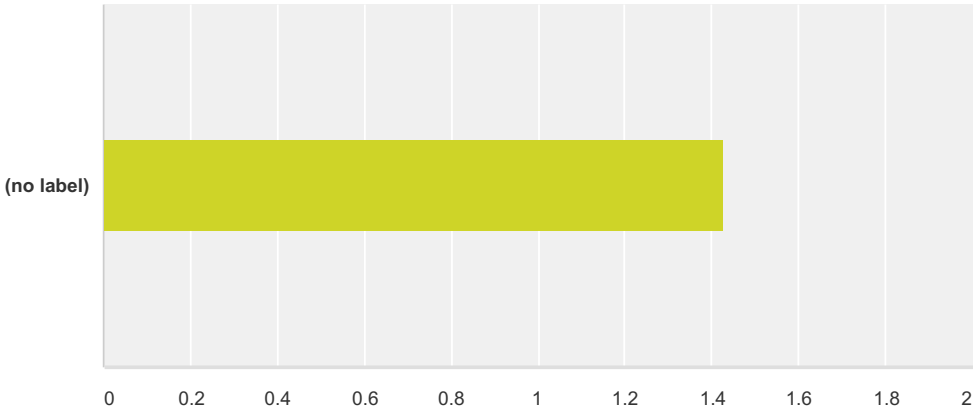
#	Suggested revisions for standards:	Date
1	1 RA.A.3 The equal sign should not be moved in first grade math. It should remain at the end of the equation. 1 RA.A.4 The equal sign should remain at the end of the equation not 9=10-1.	12/1/2015 3:22 PM
2	Not nearly enough foundational understanding of variables to expect RAC 1 & 2 from 10 year olds.	12/1/2015 3:02 AM
3	If the students are expected to master these standards, then they need an introduction in 2nd grade. Overall, this is too much content to master without background knowledge.	11/30/2015 3:20 PM
4	If the students are expected to master these standards, then they need an introduction in 2nd grade. Overall, this is too much content to master without background knowledge.	11/30/2015 2:23 PM
5	If the students are expected to master these standards they need an introduction in 2nd grade. Overall, this is too much content to master without backround knowledge.	11/30/2015 2:12 PM
6	If the students are expected to master these standards, then they need an introduction in 2nd grade. Overall, this is too much content to master without background knowledge.	11/30/2015 2:01 PM
7	If the students are expected to master theses standards, then they need an introduction in 2nd grade. Overall this is too much content to master without background knowledge.	11/30/2015 1:50 PM
8	The lack of standards math practices is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:38 AM
9	Survey is based upon 5th grade	11/17/2015 10:54 AM
10	5th grade	11/17/2015 10:53 AM
11	4.A.1 should be a 3rd grade standard. It goes hand in hand with their standard on multiplication	11/17/2015 10:50 AM
12	Most 1st graders are not able to master 1.R.A.4 during the 1st grade year. Only the most advanced students understand this standard. This standard is not continued in 2nd grade and so many students will never have the opportunity to master it.	11/13/2015 2:24 PM

13	1.RA.A.4 is tough in first grade. Then, in 2nd grade there is not a similar target so they get no review. As a first grade teacher, I worry that the students who didn't get it in first grade are not getting what they need in second grade and they are still missing the skill.	11/13/2015 2:23 PM
14	KRAA2 Solve addition and subtraction [word] problems in context...	11/11/2015 1:07 PM
15	If the standard is listed as being a 'fluency' aspect then that means the students understands the concept and has mastered the concept to the point they dont need a lot of time to think baout it before the answer is given. How this help a student in Kindergarten that doesnt understand numbers and then slowly understands that anumber represents a group of objects. Then to ask them to be fluent in adition and subtraction since the words 'sum' and 'difference' were used in the description which is referring to the anwer to an addition problem and subtraciton answer.	11/9/2015 3:51 PM
16	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:04 PM
17	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:02 PM
18	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:01 PM
19	Standards are appropriate, but leave the coding alone.	11/9/2015 3:01 PM

Relationships and Algebraic Thinking

Q32 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 131 Skipped: 295



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**70.99%** 93	**19.85%** 26	**4.58%** 6	**4.58%** 6	131	1.43

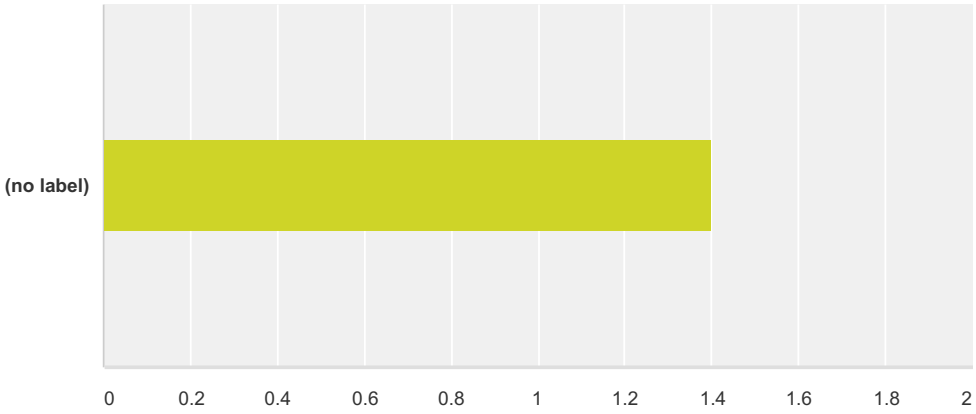
#	Suggested revisions for standards:	Date
1	A standard in which simple patterns such as ab, abc, abb, and aab should be included	12/1/2015 9:10 PM
2	1 RA.A.3 The equal sign should not be moved in first grade math. It should remain at the end of the equation. 1 RA.A.4 The equal sign should remain at the end of the equation not 9=10-1.	12/1/2015 3:22 PM
3	Too rigorous.	12/1/2015 3:02 AM
4	I feel that Order of Operations could easily include exponents. This is not too much for 5th graders to do.	11/30/2015 2:22 PM
5	Often, standards have been added which are implied by current standards. The language of the proposed standards has neutered the strong work of the current standards.	11/20/2015 10:38 AM
6	Survey is based upon 5th grade	11/17/2015 10:54 AM
7	5th grade	11/17/2015 10:53 AM
8	Love the working with equations and working with the equal sign.	11/13/2015 3:40 PM
9	Most students accomplish the majority of these standards by the end of 3rd grade.	11/13/2015 10:04 AM
10	There isn't a lot of rigor in these standards since they were just ripped of from Common Core, re-worded, then a bunch of 'fluff' was added that has zero bearing on the mathematical practices that need to be learned. K.RA.A.3 has too much expectation to be understood. The act of Decomposing a number has direct effect on composing a number. To decompose a number means I start with a whole and I get two parts which is where subtraction comes from where I have the Whole and one part and missing the other part. The standard just added compose but still listed almost the exact wording has the common core standard K.OA.A.3.	11/9/2015 3:51 PM
11	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:04 PM
12	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:02 PM

13	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:01 PM
14	Standards are appropriate, but leave the coding alone.	11/9/2015 3:01 PM

Relationships and Algebraic Thinking

Q33 The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment.

Answered: 133 Skipped: 293



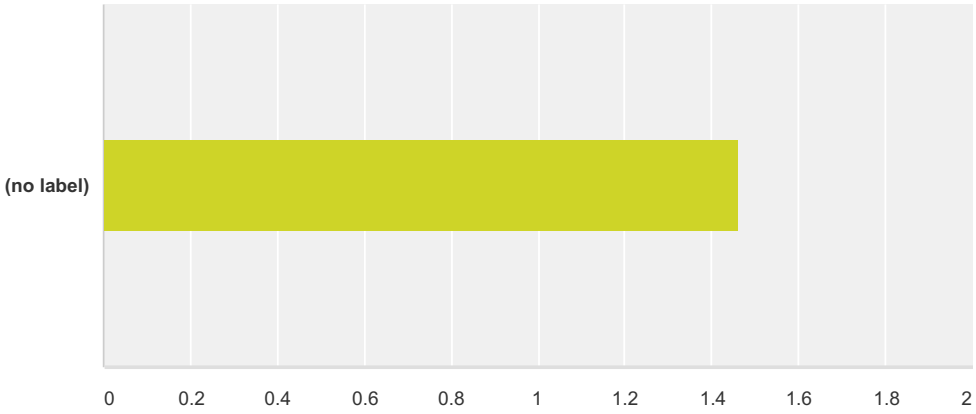
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**72.18%** 96	**20.30%** 27	**3.01%** 4	**4.51%** 6	133	1.40

#	Suggested revisions for standards:	Date
1	1 RA.A.3 The equal sign should not be moved in first grade math. It should remain at the end of the equation. 1 RA.A.4 The equal sign should remain at the end of the equation not 9=10-1.	12/1/2015 3:22 PM
2	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:38 AM
3	1.RA.C.2 How do you assess fluency?	11/18/2015 3:25 PM
4	Survey is based upon 5th grade	11/17/2015 10:54 AM
5	5th grade	11/17/2015 10:53 AM
6	No reall big issues here except for the act of requiring students to add and subtract fluently within 5.	11/9/2015 3:51 PM
7	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:04 PM
8	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:02 PM
9	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:01 PM
10	Standards are appropriate, but leave the coding alone.	11/9/2015 3:01 PM

Relationships and Algebraic Thinking

Q34 The standards in this domain are understandable to educators and explainable to parents and other stakeholders.

Answered: 132 Skipped: 294



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**65.91%** 87	**25.76%** 34	**4.55%** 6	**3.79%** 5	132	1.46

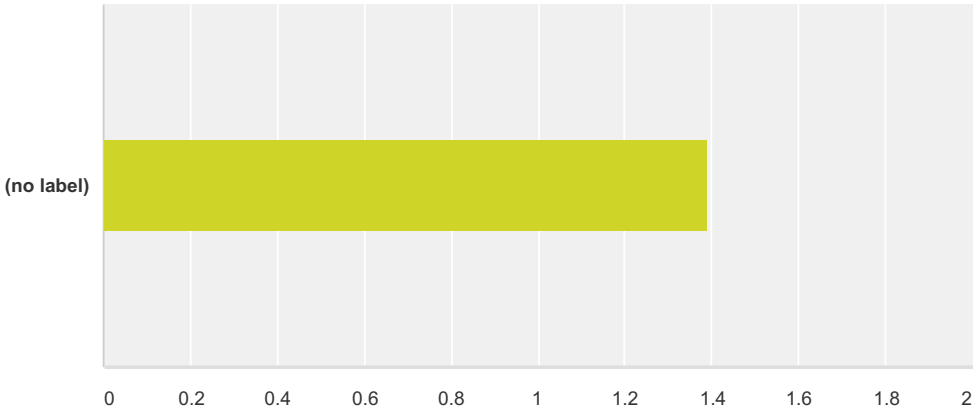
#	Suggested revisions for standards:	Date
1	1st Grade 1.RA.A.1 Teachers don't necessarily understand what it means to have an unknown in all positions because they don't understand more than one problem type. ALSO, leave a note so that teachers know how to find appendix A. ALSO, students need to use drawings and equations with a symbol for the unknown number.	12/2/2015 1:30 PM
2	1.RA.A.1 - be consistent with vocabulary - state "results within 20" for addition and subtraction	12/2/2015 12:39 PM
3	Standard K.GM.C.1 should be more specific as to what 2-D and 3-D shapes. 2-D shapes should include circle, square, rectangle, and triangle. 3-D shapes should include Sphere, cone, cube, and cylinder.	12/1/2015 9:10 PM
4	1 RA.A.3 The equal sign should not be moved in first grade math. It should remain at the end of the equation. 1 RA.A.4 The equal sign should remain at the end of the equation not 9=10-1.	12/1/2015 3:22 PM
5	3.RA.B1 This standard is now easier to understand. It is good that it was stated "students should not be expected to use formal names."	11/30/2015 3:20 PM
6	3.RA.B1 This standard is now easier to understand. It is good that it was stated "students should not be expected to use formal names."	11/30/2015 2:12 PM
7	3.RA.B1 is now easier to understand. It is good that it was stated that students should not be expected to use formal names	11/30/2015 2:01 PM
8	3.RA.B1 This standard is now easier to understand. It is good that it was stated "students should not be expected to use formal names".	11/30/2015 1:50 PM
9	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:38 AM
10	I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth and fifth grade.	11/19/2015 1:53 PM
11	Suggesting that the examples remain the proposed learning standards as in the current learning standards.	11/18/2015 2:50 PM

12	We would like to have examples shown where applicable.	11/18/2015 2:49 PM
13	Examples need to be included with standards.	11/18/2015 2:45 PM
14	Examples in standards, where applicable, would be helpful.	11/18/2015 9:56 AM
15	Examples written in the standards would be helpful, where applicable.	11/18/2015 9:53 AM
16	Survey is based upon 5th grade	11/17/2015 10:54 AM
17	5th grade	11/17/2015 10:53 AM
18	They don't make sense since its just re-writtne common core standards then adding a few words and a few different words to make it sound different. Adding in being able to fluently add and subract within 5 is developmentally inappropriate for this age level.	11/9/2015 3:51 PM
19	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:04 PM
20	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:02 PM
21	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:01 PM
22	Standards are appropriate, but leave the coding alone.	11/9/2015 3:01 PM

Relationships and Algebraic Thinking

Q35 The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 132 Skipped: 294



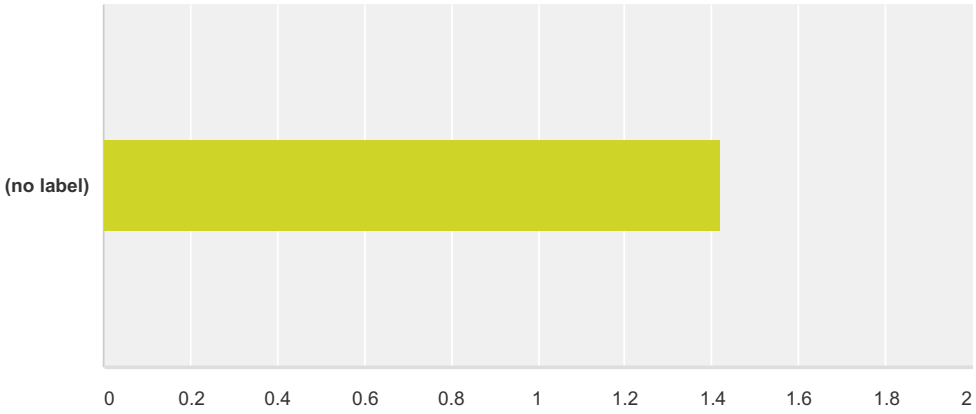
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**71.97%** 95	**21.21%** 28	**2.27%** 3	**4.55%** 6	132	1.39

#	Suggested revisions for standards:	Date
1	1 RA.A.3 The equal sign should not be moved in first grade math. It should remain at the end of the equation. 1 RA.A.4 The equal sign should remain at the end of the equation not 9=10-1.	12/1/2015 3:22 PM
2	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:38 AM
3	Survey is based upon 5th grade	11/17/2015 10:54 AM
4	5th grade	11/17/2015 10:53 AM
5	The fluency aspect of requiring students to fluently add and subtract within 5 is way above the developmental capabilities of these students. This will hinder the conceptional understand of numbers if these skills are introduced so early to them at a Kindergarten level.	11/9/2015 3:51 PM
6	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:04 PM
7	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:02 PM
8	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:01 PM
9	Standards are appropriate, but leave the coding alone.	11/9/2015 3:01 PM

Relationships and Algebraic Thinking

Q36 The standards in this domain are accurate and encompass the breadth of the content.

Answered: 130 Skipped: 296



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**70.77%** 92	**21.54%** 28	**3.08%** 4	**4.62%** 6	130	1.42

#	Suggested revisions for standards:	Date
1	2.RA.B.2 Need to replace equation with the word expression. 3.RA.B.1 Can we add parentheses to the sets in the last bullet (distributive property) 8 x 6 = (4 x 6) + (4 x 6) Also, could the 2 sets of 4 groups of 6 be written differently.	12/2/2015 1:30 PM
2	2.RA.B.2 - array 3x4 - explained as 3+3+3+3 or 4+4+4 = should be made clear that arrays are stated as rows x columns so the answer is 3 groups of 4 or 3 rows of 4 so the answer would be 4+4+4. Being consistent with the dimensions of an array matters within context	12/2/2015 12:39 PM
3	1 RA.A.3 The equal sign should not be moved in first grade math. It should remain at the end of the equation. 1 RA.A.4 The equal sign should remain at the end of the equation not 9=10-1.	12/1/2015 3:22 PM
4	They are limited and weakened.	11/20/2015 10:38 AM
5	3.RA.a.4 This should be broken down by topic it is too broad. 3.RA.c.2 How far do we take these facts? 1-9? 3.RA.e.1 This needs to be more specific. How far do we need to go? What order of operations	11/18/2015 12:58 PM
6	Survey is based upon 5th grade	11/17/2015 10:54 AM
7	5th grade	11/17/2015 10:53 AM
8	Again, the fluency of adding and subtracting within 5 is not accurate to what a kindergartener needs to understand in order to get a firm grasp on mathematical practices.	11/9/2015 3:51 PM
9	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:04 PM
10	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:02 PM

11	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:01 PM
12	Standards are appropriate, but leave the coding alone.	11/9/2015 3:01 PM

Relationships and Algebraic Thinking

Q37 Overall comments regarding the proposed Relationships and Algebraic Thinking Standards:

Answered: 42 Skipped: 384

#	Responses	Date
1	4.RA.C.2 (use words to express the rule given for a pattern) *We don't feel it is necessary to have specific words to describe the pattern.	12/2/2015 7:49 PM
2	1st Grade: Feel there is a huge jump to the algebraic type of facts, should be more time spent learning the basic facts and fact families (+ and -) before introducing the algebraic type of equations. 3rd Grade: Again, feel there is more time spent on algebraic type of equations versus more time spent on learning the basic fact families (x).	12/2/2015 5:35 PM
3	These standards were review by 3 instructional math coaches and 2 curriculum coordinators.	12/2/2015 1:30 PM
4	No coherence from grade level to grade level.	12/1/2015 3:46 PM
5	No coherence from grade level to grade level.	12/1/2015 3:46 PM
6	No coherence from grade level to grade level.	12/1/2015 3:46 PM
7	1 RA.A.3 The equal sign should not be moved in first grade math. It should remain at the end of the equation. 1 RA.A.4 The equal sign should remain at the end of the equation not 9=10-1.	12/1/2015 3:22 PM
8	We need to decide what standards we are going to use and stick with them. Changing things every two or three years causes a lot of extra work for teachers. If we could stick with the same thing, but change or update areas as needed, it would make it much easier for teachers. Teachers would also be able to improve lessons for students and teaching styles if things stayed the same for a longer period of time. Right now it feels like you have it just the way you want it and then the standards change and we have to start all over again. Plus we waist a lot of PD time re-doing and planning things that get changed every few years. Please help the teachers out and decide on one thing. I understand that things need to be updated, but not completely changed.	11/30/2015 3:32 PM
9	Overall, I feel that the proposed standards are much easier to read and understand than the old Missouri Learning Standards.	11/30/2015 12:39 PM
10	2RAB1 - add bullet point of place value to determine even and odd	11/30/2015 8:52 AM
11	1NBTB3 - relationship of addition and subtraction is important to this standard 1RAA1 - using the visual objects drawing is important 1RAC2 - Who is deciding what is efficient?	11/30/2015 8:15 AM
12	• 3.RA.B.1 Students should be expected to use the formal names for the properties.	11/28/2015 9:40 AM
13	I wish the standards were set up side by side, where grade levels can see what each other are accountable in one glance, like on the ELA standards.	11/25/2015 11:15 AM
14	There seems to be a big jump in difficulty from 3rd grade math to 4th grade math.	11/24/2015 1:01 PM
15	I am a Kindergarten and First Grade Math Instructional Coach and have been an educator for 10 years. I have only reviewed those grade levels for accuracy. I also like how the standards have been divided so that there is one objective per standard. I do not like the change in the title from Operations and Algebraic Thinking to Relationships and Algrebraic Thinking.	11/23/2015 2:42 PM
16	I am a first grade teacher and have been a teacher for 16 years. I have only reviewed the standards proposed for kindergarten and first grade. I like how several standards have been divided so that there is one objective per standard.	11/23/2015 2:37 PM
17	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:21 PM
18	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:38 AM
19	I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth and fifth grade.	11/19/2015 1:53 PM

20	Proposed Standard K.RA.A.2 says “Solve addition and subtraction problems in context and add and subtract within ten…” It would be more clear to say “Solve addition and subtraction problems in the context of a story problem and add and subtract within ten…” In standard 1.RA.B.1, I agree with adding “Students need not use formal terms for these properties (commutative property and associative property) In Standard 1.RA.C.2, I agree with adding “Fluency refers to accuracy and efficiency and does not equate to memorization.” 3.RA.A4 -new standard includes wording of rectangular area replacing measurement quantities. More specific. 3.RA.B.1- Specifically states students should not be expected to use the formal names for the multiplication and division properties. Properties are not mentioned in the fourth grade standards. At what point should it be expected that the properties are not only understood but also used by name? 3.R.A.C.2 - added “while automaticity for basic facts is desired, quick use of mental strategies may suffice.” I don’t agree. I agree with removing standard 4.OA.A.1 from the current standards as it is already addressed with our other standards. I agree with the addition of 5.RA.A.2 Highly dislike the change from 5.OA.A.2 to 5.RA.B.2 Please re-word to read like the current standard including the examples. It is highly important that each teacher know how to interpret the standards. DO NOT DISREGARD USING EXAMPLES!	11/19/2015 1:51 PM
21	Proposed Standard K.RA.A.2 says “Solve addition and subtraction problems in context and add and subtract within ten…” It would be more clear to say “Solve addition and subtraction problems in the context of a story problem and add and subtract within ten…” In standard 1.RA.B.1, I agree with adding “Students need not use formal terms for these properties (commutative property and associative property) In Standard 1.RA.C.2, I agree with adding “Fluency refers to accuracy and efficiency and does not equate to memorization.” I agree with removing standard 4.OA.A.1 from the current standards as it is already addressed with our other standards.	11/19/2015 1:47 PM

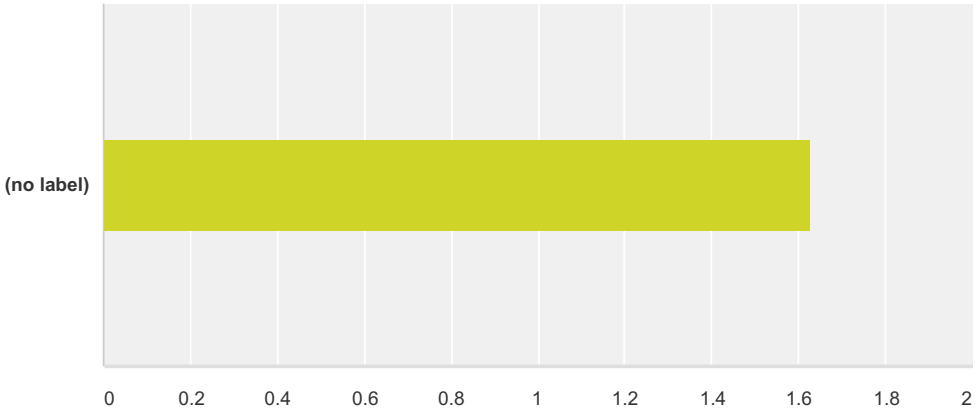
22	Comments for Proposed Standards for all to note: ALL GRADES: Kindergarten: Number sense standards look good K.NS.B.6 - I agree with adding the subitizing standard. Number Sense and Operations to Base Ten standards look good. Relationships and Algebraic Thinking Proposed Standard K.RA.A.2 says “Solve addition and subtraction problems in context and add and subtract within ten…” It would be more clear to say “Solve addition and subtraction problems in the context of a story problem and add and subtract within ten…” Geometry and Measurement K.GM.A.1 - The proposed standard states “Describe several measurable attributes of objects, using appropriate language (e.g. length, weight, height, capacity)” This is a little unclear, examples of expected language would be helpful. K.GM.A.2 - this proposed standard is not as clear as the previous standard K.MD.A.2 It would be better to keep it as is stated in K.MD.A.2 In standard K.GM.B.1 the wording needs to be clarified. The wording “Demonstrate and understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).” implies that kindergarten students should be able to read a clock. The wording should clarify that students understand that these tools are used to measure these concepts of time but not master using these tools. First Grade: Number Sense: I agree with adding counting by 5s and 10s to the proposed standards. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added. Relationships and Algebraic Thinking In standard 1.RA.B.1, I agree with adding “Students need not use formal terms for these properties (commutative property and associative property) In Standard 1.RA.C.2, I agree with adding “Fluency refers to accuracy and efficiency and does not equate to memorization.” Geometry and Measurement In agree with adding “Describe the similarities and differences of two shapes.” (Standard 1.GM.A.1) In standard 1.GM.A.2, I agree with adding decomposing shapes and building an understanding of part-whole relationships, and the properties of the original and composite shapes. I agree with adding standard 1.GM.A.3: Recognize two-and three-dimensional shapes from different perspectives and orientations. In Standard 1.GM.B.2 - the example that is provided is very helpful for teachers to understand the standard. I am happy that they added standard 1.GM.C.2 - knowing the value of coins. Data and Statistics Standard 1.DS.A.1 is not developmentally appropriate for students to be able to independently collect, organize, and represent data. Standard 1.DS.A.2 - much more developmentally appropriate (draw conclusions from graphs, t-charts, and tallies) Second Grade: Number Sense 2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. 2.GM.A.4- I agree with the addition of this standard. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference. Geometry and Measurement 2.GM.D.2 and 2.GM.D.4 - These are good additions to the second grade. Third Grade: Operations and Algebraic Thinking 3.RA.A4 -new standard includes wording of rectangular area replacing measurement quantities. More specific. 3.RA.B.1- Specifically states students should not be expected to use the formal names for the multiplication and division properties. Properties are not mentioned in the fourth grade standards. At what point should it be expected that the properties are not only understood but also used by name? 3.R.A.C.2 - added “while automaticity for basic facts is desired, quick use of mental strategies may suffice.” I don’t agree. Geometry and Geometry 3.GM.B.2 - Added a separate standard about estimating time that is more specific. 3.GM.B.3 - Adds a more specific strategy to figuring out time word problems besides a number line, it includes clock faces as well. I like the addition. Fourth Grade: Number Sense I think it’s important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It’s important to include “for example, use a visual fraction model to represent 10 x ⅖” 4.NF.B.6: It’s important to include “by using visual fraction models and equations to represent the problem” I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. Relationships and Algebraic Thinking I agree with removing standard 4.OA.A.1 from the current standards as it is already addressed with our other standards. Fifth Grade: Number Sense and Operations I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem. Relationships and Algebraic Thinking I agree with the addition of 5.RA.A.2 Highly dislike the change from 5.OA.A.2 to 5.RA.B.2 Please re-word to read like the current standard including the examples. It is highly important that each teacher know how to interpret the standards. DO NOT DISREGARD USING EXAMPLES! Geometry and Measurement I agree with the addition of 5.GM.A.3 I agree with the change of wording for the proposed standard 5.GM.C.1	11/19/2015 1:39 PM
23	3.RA.A.4 - This should be broken down by topic. How in-depth does each one need to be? 3.RA.C.2 - Please clarify should they only know 0-9 facts because it says one digit. 3.RA.E.1 - More specific in explanation in patterns. What patterns and how far should this be explained?	11/18/2015 1:44 PM
24	3.RA.A. standard is unclear as to what the standard wants exactly. Clarification as to depth of problems. 3.RA.C.2 - 0-9 ??? unclear 3.RA.E.1 - Needs to be more specific	11/18/2015 1:44 PM
25	3.ra.a.4 This should be broken by topic because the topic is too broad. How in depth does each one need to be? 3.ra.c.2 What facts? 0-9 facts-please clarify 3.ra.e.1 needs to be more specific. What patterns is it referring to?	11/18/2015 1:44 PM
26	3.ra.a.4 This should be broken down by topic....too broad.	11/18/2015 1:40 PM

27	3.RA.A.4 This is too broad and needs to be broken down by topic. 3.RA.C.2 How far should these facts be taught. Just 0 - 9? 3.RA.E.1 Be clearer on this. What patterns? How far does this need to be taken?	11/18/2015 12:58 PM
28	This is the one domain that is spot on! In fact, I would even increase what they need to know in 3rd grade from knowing their multiplication facts within 100 to 144 (we do all of our facts up to 12X12).	11/17/2015 3:00 PM
29	Very close to MLS. Very little changes..	11/17/2015 10:53 AM
30	Like that students are not required to use formal names for properties. 3.RA.C.1 clarification on wording.... Quick use of mental strategies may suffice? Maybe reword to "Know all products of two one-digit numbers without using strategies on paper." ???	11/17/2015 10:40 AM
31	Overall the math standards fit but I would like documents explaining how to do each so it is consistent.	11/13/2015 3:41 PM
32	If there was an list of example to teach from I feel like the curriculum would taught the same way form school to school.	11/13/2015 3:41 PM
33	I would love a document that shows examples of each of the standards so everyone is consistent.	11/13/2015 3:40 PM
34	This strand is acceptable and 4th grade is capable.	11/13/2015 10:47 AM
35	The proposed standards are extremely similar to the current standards except for the omission of OA.1 and the coding of the standards (RA instead of OA and then differences in numbering). The differences in the coding of the standard will negatively impact my classroom instruction. As a school district, we have spent a lot of money and time to purchase resources and align our curriculum to the current standards. As an educator, having to completely rewrite the curriculum and find new resources (or tediously spend time connecting the resources to the new coding system), would negatively impact my time and effort spent in actually teaching the standards. I do appreciate that you have broken down the longer standards into smaller parts; however, as an educator it would be easier to use if they were broken down into subpoints (i.e. subpoint a) instead of into completely new standards.	11/9/2015 7:50 PM
36	Okay standards, but a lot of information is re-written in a slightly different way then adding in composing along with decomposing numbers less than 10 will be confusing for a Kindergartener since they are just learning the concept of numbers as being a group of objects and that I can count numbers. Fluently adding and subtracting is developmentally inappropriate since they are again just learning the concept of numbers and to have that on top of Number sense will be extremely conterproductive and they will lose out on a firm grasp of numbers.	11/9/2015 3:51 PM
37	I believe the standards for fourth grade are developmentally appropriate. However, the new coding makes for some serious inconvenience. We have spent some serious time and money on resources to have them match the original coding. This would be a huge inconvenience and would create time to be wasted on fixing resources when them time could be spent bettering my lesson plans.	11/9/2015 3:35 PM
38	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:04 PM
39	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:01 PM
40	I am happy with these standards as they are similar to CCSS and show great rigor for my students.	11/4/2015 8:54 AM
41	I believe these strands scaffold nicely into the demands of later grade levels.	11/4/2015 8:45 AM
42	Overall I would say that the standards do have value and increase our ability to conceptualize numbers and their multiple ways they can be manipulated to reach the answer. However, I would like to see these standards implemented more slowly, allowing teachers and others in the field of education, to find the best way to implement them, adjust them, and basically to understand them to better teach and reach students. It's too much too fast. Change takes time. We are taught to scaffold, to teach things gradually. Yet we are throwing these new concepts and standards all at once at both educators and students, and then implementing high stakes assessments. The stress level is highly uncalled for.	11/1/2015 12:58 PM

Geometry and Measurement

Q39 The standards in this domain are developmentally appropriate.

Answered: 153 Skipped: 273



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**60.13%** 92	**18.95%** 29	**18.30%** 28	**2.61%** 4	153	1.63

#	Suggested revisions for standards:	Date
1	K.GM.A.1 Like the new specific language of length, weight, height, capacity, etc. K.GM.A.2 Great more specific language K.GM.B.3 We do not like that students need to identify pennies and nickels. It's not that we don't think students should know their names but knowing their values might not be developmentally appropriate. Most teachers just go ahead and teach the values but they don't make sense to kids because money values are really decimals... Also, kindergarteners will find it confusing when the size of the dime is smaller than a nickel but it's worth more. 1.GM.A.2 Awesome additions of part-whole relationships (with rectangles (and squares)) 1.GM.C.2 Is this too early? Teachers will go beyond...make a 2nd grade standard. 2.GM.A.4 Like the addition 2.GM.B.2 It's better this way. 2.GM.C.1 You've been using the word "context" along with word problems will you please add it to the standard. Teachers should teach math with context so that it makes more sense. We want to be consistent. 2.GM.D.3 Needs a specific note in standard. ***No decimal usage!!! 3.GM.B.4 Can we limit the metric units? (mm, cm, m, km) Should we limit measurement units for customary also? 3.GM.B.5 Fractions cannot be involved if they are solving problems with four operations. 3.GM.C.3 Love it. 3.GM.C.5 Love it. 5.GM.D.1 Any limit of metrics?????? (maybe just mm, cm, m, km)	12/2/2015 1:48 PM
2	K.GM.C.1 - I do not feel that kindergartners need to identify coins - this can be done in first grade when working with the value of the coins. Only identifying and not doing anything to apply the learning at a deeper level is not necessary with all of the other things that kindergartners need to do. I think adding this to first grade would allow for a deeper and richer experience with money.	12/2/2015 12:49 PM
3	Keep the coding of standards as close to the Common Core codes. Don't change the order. When you split a standard, maybe make it 4.NBT.A.2a and 4.NBT.A.2.b. No need to split 4.MD.C.5 into 2 standards. Put both the new standards into one. Is 4.GM.C.1 supposed to also include mile?	12/1/2015 11:18 PM
4	In Kindergarten, the students should be able to tell time to the hour on a reg. clock and on a digital clock.	12/1/2015 11:27 AM
5	3.GM.D.2- There is no prerequisite skill taught in 2nd grade	11/30/2015 3:13 PM
6	3.GM.D.2 no prerequisite skill taught in 2nd grade.	11/30/2015 2:18 PM
7	3GM.D.2- no prerequisite skill taught in 2nd grade	11/30/2015 1:55 PM
8	3.gm.d.2 no prerequisite skill taught in 2nd grade	11/30/2015 1:43 PM
9	The standards are not aligned.	11/30/2015 12:47 PM

10	I believe that a number of the standards are not appropriate for Kindergarten students. I believe that the requirement of teaching height and capacity as stated in standard K.GM.A.1 should not be required. As such, the language in standard K.GM.A.2 should be changed to not include-holds more, holds less, holds the same amount. I also believe that standard K.GM.B.1 should be changed to not include-morning, evening, or afternoon. I feel these concepts are too difficult. I believe the language in standard K.GM.C.3 should not include ¨describe" identification is the extent of what Kindergarten students are able to do for 3-D shapes.	11/30/2015 9:37 AM
11	In the area of Geometry and Measurement - concerns with KGMA1 - need to remove height and capacity, KGMA2- removal of holds more and less with capacity. Removal of KGMB2 - suggestion would be to introduce only the penny and one other coin. KGMC1- just identify 3D shapes not describe using attributes.	11/30/2015 9:24 AM
12	K.GM.A.1 Removal of height and capactiy. K.GM.A.2 Removal of height and capacity. K.GM.B.1 Removal of standard-not developmentally appropriate. Science covers day and night which is much more developmental at this age. K.GM.B.3 Removal of standard or narrowed to just pennies and dimes. K.GM.C.1 Removal of ´describe´	11/30/2015 9:12 AM
13	I like that the standards for K-1 standards for Measurement provide a scaffold toward what students are asked to do in 2nd grade for money.	11/23/2015 10:06 AM
14	- more specific on identifying which shapes need to be identified at each grade level - "capacity" should not be at the kindergarten level - only work on 1/2's in 1st grade and introduce 1/4's in second	11/23/2015 8:34 AM
15	- more specific on identifying which shapes need to be identified at each grade level - "capacity" should not be at the kindergarten level - only work on 1/2's in 1st grade and introduce 1/4's in second	11/23/2015 8:34 AM
16	- more specific on identifying which shapes need to be identified at each grade level - "capacity" should not be at the kindergarten level - only work on 1/2's in 1st grade and introduce 1/4's in second	11/23/2015 8:34 AM
17	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:39 AM
18	K.GM.A.1 - The proposed standard states “Describe several measurable attributes of objects, using appropriate language (e.g. length, weight, height, capacity)” This is a little unclear, examples of expected language would be helpful. K.GM.A.2 - this proposed standard is not as clear as the previous standard K.MD.A.2 It would be better to keep it as is stated in K.MD.A.2 In standard K.GM.B.1 the wording needs to be clarified. The wording “Demonstrate and understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).” implies that kindergarten students should be able to read a clock. The wording should clarify that students understand that these tools are used to measure these concepts of time but not master using these tools.	11/19/2015 1:55 PM
19	K.GM.B.2 Add: name the months of the year	11/18/2015 3:44 PM
20	Is there a standard for money?	11/18/2015 2:34 PM
21	very light, need a little throw back to GLE's. 5th grade	11/17/2015 11:01 AM
22	I felt that the standards could have been more rigorous and included more concepts that were originally included in the MAP test.	11/17/2015 10:59 AM
23	understanding units of measurement AND converting within systems of measurement is a challenging concept to be mastered and assessed in a given year. Suggestion would be to teach units of measurement in 4th for metric and customary system and focus on converting in 5th as anatural progression.	11/17/2015 10:47 AM
24	GM.B.5 Define units used	11/17/2015 10:36 AM
25	This answer is for kindergarten.	11/17/2015 10:31 AM
26	This rating is based off of the kindergarten standards.	11/17/2015 10:31 AM
27	The majority of the standards are appropriate for the kindergarten level. However, several of the standards in this category focus on memorization on the part of kindergarten students. A students ability to memorize items such as coins depends on their ability to make that information meaningful. Since students at the kindergarten level do not have the ability to count money their memorization of coins is meaningless and does not stay with them long term. This is not an appropriate expectation at this grade level.	11/16/2015 9:03 AM
28	3.GM.C.6 Third grades must learn to master perimeter and area before this standard can be addressed. You have this standard listed before the introduction of perimeter. At this time I believe that 4th grade would allow comprehension of this material	11/13/2015 11:15 AM
29	3.GM.C.6 Decompose a rectangle? This is too difficult to understand for third grade, seems like a higher level standard. Students are working on area and perimeter and taking it a step farther to decompose seems too difficult.	11/13/2015 11:14 AM
30	3. GM.C.6 Third graders must learn to master perimeter and area before this standard can be taught.	11/13/2015 11:13 AM

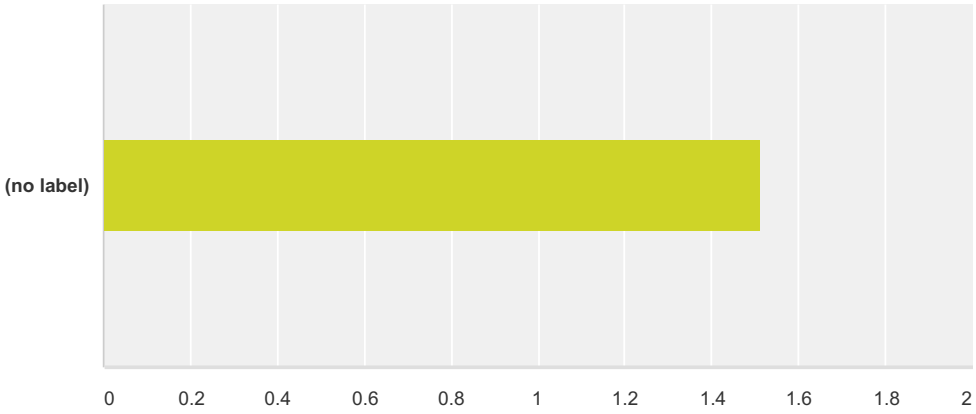
31	3. GM.C.6 Decomposing a rectangle is a confusing standard. Developmentally students are learning the differences between area and perimeter. Using the the distributive property to decompose a triangle for area seems to be a higher grade level skill.	11/13/2015 11:11 AM
32	GM C.6 is a very confusing explanation of breaking a rectangle into two smaller rectangles, if that is what they want you to do. This is not well explained. I don't really understand what they are wanting. Has to be an easier way to explain this.	11/13/2015 11:10 AM
33	KGMA--Include tools used for measuring: ruler, cup, scale KGMB--Revise to tell time to the hour and half hour on standard clock and digital clock KGMB2--Revise to name the twelve months of a year also KGMB3--Tell the values of each coin and tell total value of a coin group up to value of $1 KGMC--Include identification of side, corner/vertex, face KGMC--Sort solids to those that roll, stack, slide	11/12/2015 8:43 AM
34	K.GM.B.1 Demonstrate an understanding of concepts of time Kindergarten basics needs to be only numbers and shapes since the use of time is a skill that is used on a daily basis and it's developmentally inappropriate for a Kindergartener to understand the time of day. This has zero bearing on a basic concept of mathematics which is Number Sense and Geometry. S Same goes for the next few K.GM.B.2 & 3. Naming the day of the week is pointless at Kindergarten because it has zero mathematical bearing. Identifying coins is a social skill that is learned through daily life and students need a deeper understanding of numbers and shapes. K.GM.C.3 Identify and describe the attributes of 2-D and 3-D shapes. Using the term 2-D and 3-D is developmentally inappropriate why not use the real word two dimensional and three dimensional. Using the acronyms can be confusing to Kindergarteners who would only look at the number 2 and 3 in the term 2-D and 3-D.	11/9/2015 3:58 PM
35		11/9/2015 3:12 PM
36	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
37	In regards to the standard 2.GM.D.2 (Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock. (Use only times shown to the nearest 5 minutes.) This standard seems that it is already being taught while the standard 2.GM.D.1. There is no need for this standard to be implemented. It is already being address in the previous standard.	11/9/2015 3:04 PM
38	This standard needs to come at a later time in development. Developmentally, children do not begin to understand the concept of time until the age of 8 years old. I would not add this standard to the kindergarten level, but more at the 2nd grade level. Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).	11/9/2015 3:04 PM
39	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:03 PM
40	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
41	K.GM.B.3 - Not necessary for kindergarten and can be covered as part of first grade's standard about the value of the coins.	11/5/2015 10:30 AM
42	Remove K.GM.B.3 from the kindergarten standards.This goes with the first grade standard and should be put together, not separated by grade level. It is not developmentally appropriate to learn money in kindergarten, as it is an abstract concept.	11/4/2015 5:29 PM
43	Add money & Time back in as very important and continue in third grade.	11/4/2015 7:38 AM
44	Need to include a standard for working with money. Students often are not developmentally ready to count various coins in 2nd grade and they need to continue studying money in third. The GLE included adding and subtracting from $5. At the very least, students need to continue to count mixed coins up to $5, but adding and subtracting to $5 is a real life skill.	11/4/2015 7:31 AM
45		11/2/2015 4:53 PM

46	5.GM.B.1 b. Understand that the volume of a right rectangular prism can be found by packing the prism with cubes or stacking multiple layers of the base. "Multiple layers of the base" is mathematically and cognitively vague. It is "infinite layers of the base within a fixed interval." While it is nice to connect 5th grade math with Calculus, it sidesteps two connections that are age appropriate: volume is three-dimensional and cubes are related to cubic measure. MO students are traditionally weak with dimensional analysis as evidenced by their struggle to understand the difference between perimeter (one-dimensional lengths) and area (two-dimensions). To further confuse them by trying to teach volume as understood by integration or Simpson's rule sounds very ambitious but is not developmentally appropriate. Suggestion: Use CCSS 5.MD.5.a	10/31/2015 7:35 PM
47	Yes.	10/28/2015 1:17 PM
48	Geometry and Measurement contain very different standards and should be classified as different strands.	10/26/2015 9:40 PM

Geometry and Measurement

Q40 The standards in this domain follow a coherent path through and across all grade levels.

Answered: 148 Skipped: 278



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**64.86%** 96	**21.62%** 32	**10.81%** 16	**2.70%** 4	148	1.51

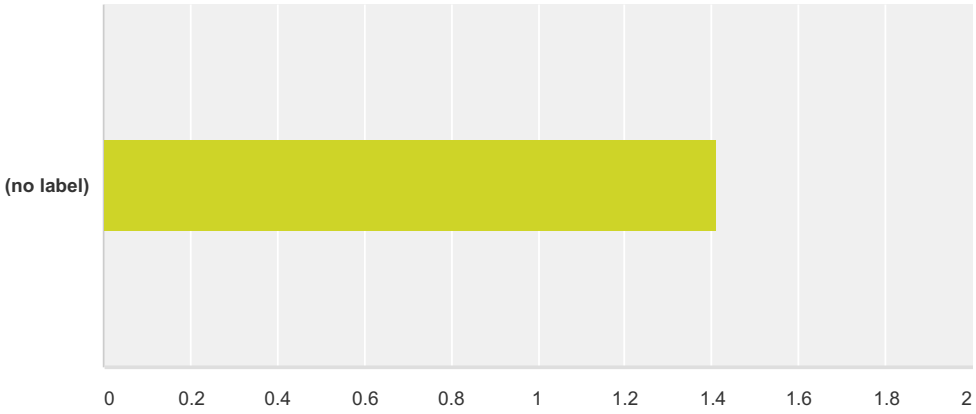
#	Suggested revisions for standards:	Date
1	2. GM. D. 2- isn't this a repeat of standard 2. GM. D 1?	12/2/2015 10:19 PM
2	Be specific within each grade level - identify which shapes each grade level should be working with. At some grade levels is just says 2-D shapes while others define which 2-D shapes Also define whether or not a grade level is identifying 2-D, 3-D, or both - be specific 2.GM.D.3 and 4 - define to what value students should be showing combinations of coins and dollar bills	12/2/2015 12:49 PM
3	The standards do not align from second grade through fourth grade. For example: 2nd Grade: GM.B Estimate and measure lengths in standard units. 3rd Grade: GM.B Solve problems involving the measurement of time, liquid volumes, and weights of objects. 4th Grade: GM.B Understand the concepts of angle and measure angles. Another example: 2nd Grade: GM.C Relate addition and subtraction to length. 3rd Grade: GM.C Understand concepts of area. 4th Grade: GM.C Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. There are no standards for money past 2nd grade.	11/30/2015 12:47 PM
4	See revisions above.	11/30/2015 9:37 AM
5	We feel like the standards are not developmentally appropriate across the grade levels. For example we feel that the standards in first grade in the same area are to rigourous.	11/30/2015 9:24 AM
6	After looking at first grade standards, the coins are coherent through out the two grades. We do not think the measure lengths in a non-standard units flows coherently.	11/30/2015 9:12 AM
7	The standards are not written in an organized manner across the grade levels. Line up the substandards the in the same way across the grade span.	11/23/2015 8:34 AM
8	The standards are not written in an organized manner across the grade levels. Line up the substandards the in the same way across the grade span.	11/23/2015 8:34 AM
9	The standards are not written in an organized manner across the grade levels. Line up the substandards the in the same way across the grade span.	11/23/2015 8:34 AM
10	The lack of standards math practices is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:39 AM

11	GM Kindergarten is required to describe measurable attributes (length, weight, height, capacity), but first grade and second grade are only required to describe length.	11/18/2015 3:44 PM
12	need a larger anchor in 5th grade to continue preparation for middle school.	11/17/2015 11:01 AM
13	I felt that the standards could have been more rigorous and included more concepts that were originally included in the MAP test.	11/17/2015 10:59 AM
14	Measurement conversions are too challenging for this grade level. They should be focused on and assessed in 5th grade.	11/17/2015 10:47 AM
15	Clarify units used and are we assessing weight or mass? Don't just say choose the appropriate tools and units out of all metric and customary.	11/17/2015 10:42 AM
16	This answer is for kindergarten.	11/17/2015 10:31 AM
17	This rating is based on the kindergarten standards.	11/17/2015 10:31 AM
18	Time and money need to be reinforced beyond 2nd grade	11/12/2015 9:48 PM
19	Giving specific units for conversions at each grade level is very helpful for educators.	11/9/2015 7:54 PM
20	The use of the term 2-D and 3-D is difficult for comprehension of the concept since we are just learning numbers sense the see a 2 or a 3 and think it's a number. There needs to be a disconnect with using the word two dimensional and three dimensional.	11/9/2015 3:58 PM
21	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
22	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:03 PM
23	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
24	After reviewing the Math standards I believe that there needs to be some adjustments made. I have taught both 2nd and 3rd grade and I don't quite understand why money is left out of 3rd grade standards. In 2nd grade it is something that is just touched on and then not seen again at all. I believe that money is an important topic that 3rd graders would benefit from.	11/4/2015 7:39 AM
25	Third grade needs to review money & time.	11/4/2015 7:38 AM
26	Using money should extend beyond second grade.	11/4/2015 7:15 AM
27	5.GM.1.b short-circuits the progression from one dimension, two dimensions, then three dimensions. We do not show them a line is "packed with points." Neither should we show them a plane is packed with lines and then solids are packed with planes.	10/31/2015 7:35 PM
28	Yes.	10/28/2015 1:17 PM

Geometry and Measurement

Q41 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 145 Skipped: 281



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**69.66%** 101	**22.76%** 33	**4.83%** 7	**2.76%** 4	145	1.41

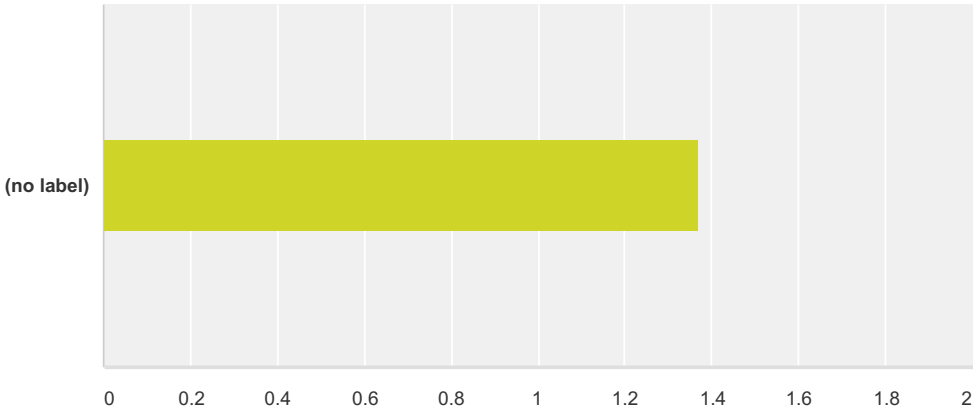
#	Suggested revisions for standards:	Date
1	The standards are not aligned.	11/30/2015 12:47 PM
2	After revisions, I believe the standards will meet necessary rigor.	11/30/2015 9:37 AM
3	The standards are very rigorous but not all developmentally appropriate.	11/30/2015 9:24 AM
4	Although rigorous, we do not think the standards are developmentally appropriate for Kindergarten students. With the suggested changes students would still be challenged and high expectations would still be evident.	11/30/2015 9:12 AM
5	In kindergarten introduce non-standard measurement and maybe review a little in 1st grade. In 1st grade they should start measuring with a ruler using inches. In kindergarten the names and values of coins should be taught. In 1st grade the students can learn to count the money to make it easier for 2nd grade.	11/20/2015 3:10 PM
6	Often, standards have been added which are implied by current standards. The language of the proposed standards has neutered the strong work of the current standards.	11/20/2015 10:39 AM
7	lacking, very basic 5th grade	11/17/2015 11:01 AM
8	Based upon 5th grade review.	11/17/2015 10:59 AM
9	This answer is for kindergarten.	11/17/2015 10:31 AM
10	This rating is based on the kindergarten standards.	11/17/2015 10:31 AM
11	Under standard 1.GM.C.2 students are only required to recognize coins. As a first grade teacher I feel most students are able to count a mixture of coin combinations up to one dollar.	11/13/2015 1:05 PM
12	K.GM.B.1 Demonstrate an understanding of concepts of time Kindergarten basics needs to be only numbers and shapes since the use of time is a skill that is used on a daily basis and it's developmentally inappropriate for a Kindergartener to understand the time of day. This has zero bearing on a basic concept of mathematics which is Number Sense and Geometry. S Same goes for the next few K.GM.B.2 & 3. Naming the day of the week is pointless at Kindergarten because it has zero mathematical bearing. Identifying coins is a social skill that is learned through daily life and students need a deeper understanding of numbers and shapes.	11/9/2015 3:58 PM

13	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
14	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:03 PM
15	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM

Geometry and Measurement

Q42 The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment.

Answered: 142 Skipped: 284



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**71.83%** 102	**21.13%** 30	**5.63%** 8	**1.41%** 2	142	1.37

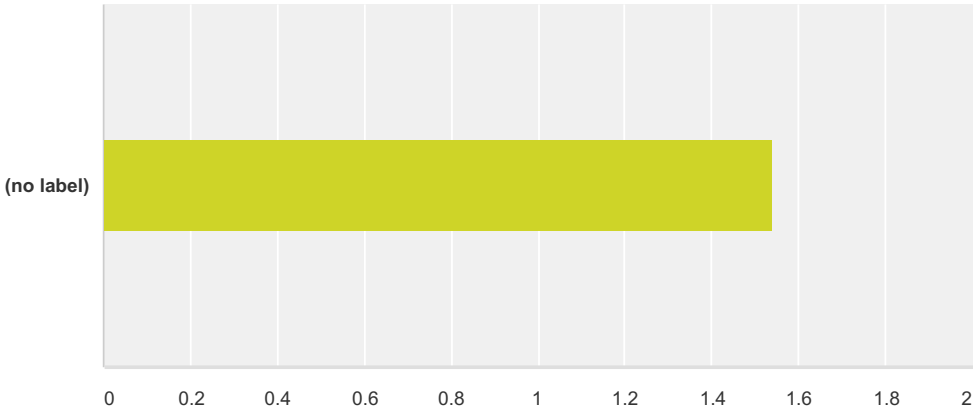
#	Suggested revisions for standards:	Date
1	The standards are not aligned.	11/30/2015 12:47 PM
2	See revisions above.	11/30/2015 9:37 AM
3	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:39 AM
4	very basic 5th grade	11/17/2015 11:01 AM
5	Based upon 5th grade review.	11/17/2015 10:59 AM
6	4.b.1 and b.2 should be combined	11/17/2015 10:52 AM
7	This answer is for kindergarten.	11/17/2015 10:31 AM
8	This rating is based off the kindergarten standards	11/17/2015 10:31 AM
9	Kindergarten standards should not be assessed on a state assessment because the majority of information is gained in a one-on-one conference with student.	11/16/2015 9:03 AM
10	What is the expectations for testing the standard "Recognize two- and three-dimensional shapes from different perspectives and orientations".	11/13/2015 3:44 PM
11	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
12	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:03 PM

13	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
14	5.GM.B.1 b While students need to understand "cross-section," a student cannot correctly mathematically express volume as multiple layers of an infinitely thin base.	10/31/2015 7:35 PM
15	The relate addition and subtraction to length standards are unnecessary and redundant. Using a number line as an addition and subtraction strategy should be included in addition and subtraction strategies. Using length in addition and subtraction word problems does not need to be a seperate standard on it's own, as it is the same as represent and solve problems involving addition and subtraction.	10/26/2015 9:40 PM

Geometry and Measurement

Q43 The standards in this domain are understandable to educators and explainable to parents and other stakeholders.

Answered: 147 Skipped: 279



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**63.95%** 94	**22.45%** 33	**9.52%** 14	**4.08%** 6	147	1.54

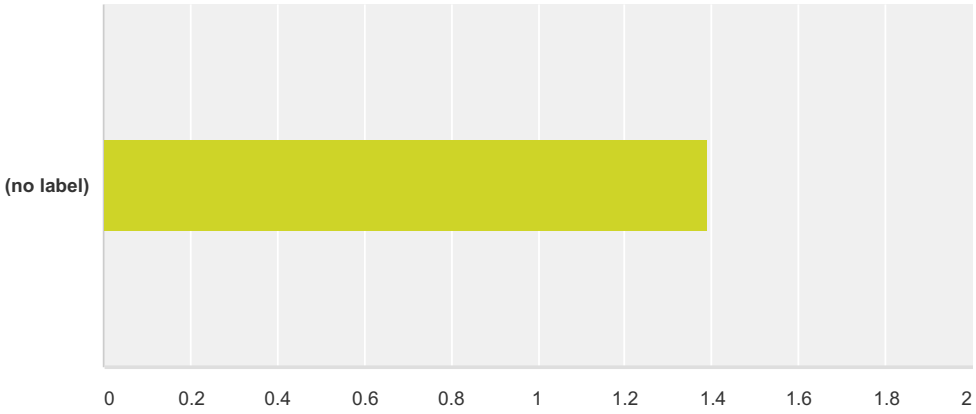
#	Suggested revisions for standards:	Date
1	K.GM.C.3 Be descriptive about the attributes you are describing or wanting. We like the terms analyzing, similarities, and differences. 1.GM.B.2 Thank you for writing it more specifically.	12/2/2015 1:48 PM
2	The standards are not aligned.	11/30/2015 12:47 PM
3	See revisions above.	11/30/2015 9:37 AM
4	Revise as suggested above.	11/30/2015 9:24 AM
5	- very difficulty to explain to parents - simplify wording - use commonly known terms and phrases	11/23/2015 8:34 AM
6	- very difficulty to explain to parents - simplify wording - use commonly known terms and phrases	11/23/2015 8:34 AM
7	- very difficulty to explain to parents - simplify wording - use commonly known terms and phrases	11/23/2015 8:34 AM
8	We would like an example under each standard. Some standards are very difficult to interpret so examples would help clarify and give educators a better understanding of what the standard expects of students.	11/20/2015 3:14 PM
9	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:39 AM
10	I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth and fifth grade.	11/19/2015 1:55 PM
11	Suggesting that the examples remain in the proposed learning standards as in the current learning standards.	11/18/2015 2:52 PM
12	We would like examples shown where applicable.	11/18/2015 2:51 PM
13	Examples need to be included with the standards.	11/18/2015 2:47 PM
14	Examples would be helpful where applicable.	11/18/2015 9:57 AM
15	Examples written in the standards would be helpful, where applicable.	11/18/2015 9:54 AM

16	unclear why not more depth..	11/17/2015 11:01 AM
17	Based upon 5th grade review.	11/17/2015 10:59 AM
18	This answer is for kindergarten.	11/17/2015 10:31 AM
19	This rating is based off the kindergarten standards.	11/17/2015 10:31 AM
20	Do they need to draw and build 3D shapes or just 2D shapes? Which shapes do first graders need to know/identify/work with to gain knowledge?	11/13/2015 3:44 PM
21	The use of time as a skill that needs to be learned is developmentally inappropriate in the aspect that was written as time of day and not what time is it. Both are pointless since they have zero bearing on the Mathematical Concepts that need to be learned at this level which are Numbers and Shapes. These students need that firm foundation in order to have a clear understnanding on the concept of a number is in relationship with a group of objects and how I can count by using numbers.	11/9/2015 3:58 PM
22	In regards to the standard 2.GM.D.2 (Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock. (Use only times shown to the nearest 5 minutes.) This standard seems that it is already being taught through 2.GM.D.1	11/9/2015 3:12 PM
23	In regards to the standard, 2.GM.D.2, Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock. (Use only times shown to the nearest 5 minutes.) I would delete this because it is addressed with 2.GM.D.1.	11/9/2015 3:11 PM
24	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
25	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:03 PM
26	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
27	Take out money!	11/4/2015 5:29 PM
28	3.GM.A.4 specify which metric unitsare to be used for volume and weight.	11/4/2015 5:13 PM
29	K.GM.B.1 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). - IS THIS TO INCLUDE READING TIME ON A CLOCK? K.GM.B.3 Identify pennies, nickels, dimes, and quarters by name - IS THIS TO INCLUDE VALUE?	11/2/2015 4:53 PM
30	For clarification- is it necessary for a student to use a given strategy, or to use any strategy they can use successfully for the correct answer? Do we want them to show mastery of different strategies or just one? Many of these are very wordy.	10/26/2015 9:40 PM

Geometry and Measurement

Q44 The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 144 Skipped: 282



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**72.22%** 104	**18.75%** 27	**6.94%** 10	**2.08%** 3	144	1.39

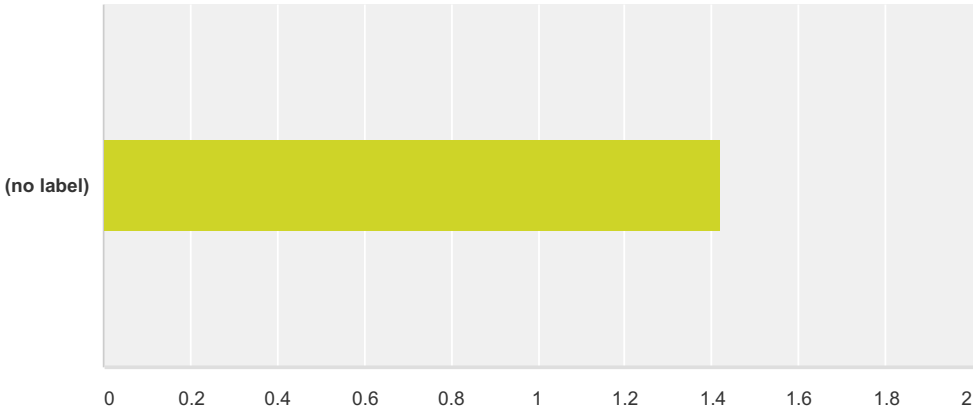
#	Suggested revisions for standards:	Date
1	Money is no longer taught after 2nd grade, this is a problem.	11/30/2015 12:47 PM
2	See revisions above.	11/30/2015 9:37 AM
3	Revisions suggested above.	11/30/2015 9:12 AM
4	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:39 AM
5	lacking 5th grade	11/17/2015 11:01 AM
6	Based upon 5th grade review.	11/17/2015 10:59 AM
7	This answer is for kindergarten.	11/17/2015 10:31 AM
8	This rating is based off the kindergarten standards	11/17/2015 10:31 AM
9	Time and money are basics for every person, regardless of career or life circumstances--they need to be regularly reinforced beyond 2nd grade.	11/12/2015 9:48 PM
10	Same as the previous statement it's developmentall inapprpriate to have a kindergartener be required to tell me what day of the week is it, or what time of day is it? How is that math? Math at is most rudimental form is the understanding of Numbers and Shapes in every day life.	11/9/2015 3:58 PM
11	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
12	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:03 PM

13	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
14	Money is not appropriate for kindergarten.	11/4/2015 5:29 PM
15	Money & Time	11/4/2015 7:38 AM
16	Add counting money to $5.	11/4/2015 7:31 AM

Geometry and Measurement

Q45 The standards in this domain are accurate and encompass the breadth of the content.

Answered: 142 Skipped: 284



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**69.72%** 99	**20.42%** 29	**7.75%** 11	**2.11%** 3	142	1.42

#	Suggested revisions for standards:	Date
1	K.GM.C.1 Little ones need to understand that a square is a special rectangle. I had a fifth grader explain to me (crying by the way) that his teacher said squares can't be rectangles...let's teach them about the attributes... Also, a square has the attributes of a rectangle. (A rectangle does not have 2 LONG sides and 2 SHORT sides. The opposite sides are equal and there are four square corners.) Can it also be mentioned that shapes are "closed"? 1.GM.B.3 Maybe you can add "use contexts where the object being measured is spanned by a whole number with no gaps or overlaps. 3.GM.B.3 Both examples show this being "within the hour". Will other problems have the sums and differences crossing hours?	12/2/2015 1:48 PM
2	Measuring lengths to the nearest inch, half inch, centimeter	12/1/2015 7:20 PM
3	The standards are not aligned.	11/30/2015 12:47 PM
4	See revisions above.	11/30/2015 9:37 AM
5	Revise as above, considerations for age appropriateness need to be considered, When considering these standards please remember the wide variety of ways children learn. If not appropriate they can cause behavior problems.	11/30/2015 9:24 AM
6	They encompass the breadth of content but we don't feel they are placed at the developmentally appropriate age.	11/23/2015 8:34 AM
7	They encompass the breadth of content but we don't feel they are placed at the developmentally appropriate age.	11/23/2015 8:34 AM
8	They encompass the breadth of content but we don't feel they are placed at the developmentally appropriate age.	11/23/2015 8:34 AM
9	They are limited and weakened.	11/20/2015 10:39 AM
10	weak 5th grade	11/17/2015 11:01 AM
11	Based upon 5th grade review.	11/17/2015 10:59 AM
12	This answer is for kindergarten.	11/17/2015 10:31 AM
13	This rating is based off the kindergarten standards.	11/17/2015 10:31 AM

14	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
15	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:03 PM
16	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM

Geometry and Measurement

Q46 Overall comments regarding the proposed Geometry and Measurement Standards:

Answered: 51 Skipped: 375

#	Responses	Date
1	K.GM.C.1 (Pennies, nickels, dimes, quarters) * We feel this should be intro rather than mastery. Nickels and quarters are confusing; they look similar. K.GM.1 (2-D, 3-D shapes) * Adding 2-d and 3-d shape names back into the vocabulary is valuable. 2.GM.D,2 relate a time shown on a digital clock to the same time on an analog clock Like this addition 2.GM.D.3 Solving word problems involving money (Currently) Like this was deleted-better to introduce than master	12/2/2015 7:47 PM
2	These standards were reviewed by 3 instructional math coaches and 2 curriculum coordinators.	12/2/2015 1:48 PM
3	I do not agree with the Geometry and Measurement standards being adopted due to multiple alignment issues. The standards are acceptable but the alignment between grade levels does not exist.	11/30/2015 12:47 PM
4	Overall, I feel that the proposed standards are much easier to read and understand than the old Missouri Learning Standards.	11/30/2015 12:39 PM
5	List units students should be able to use, example inches, centimeters, etc	11/30/2015 8:53 AM
6	4GMA2 - figures is the appropriate mathematical term not shapes Will there be an unwrapping document of the standards	11/30/2015 8:11 AM
7	• 3.GM Two dimensional and three-dimensional shapes should be included. Area is feasible at 3rd grade, volume is more difficult, but students should be able to identify the difference in 2D and 3D. Even be able to identify attributes such as edge, face, and vertex. This would enhance the background knowledge for students in 4th grade in teaching volume. • 3.GM.B.3 Clarification as to the expectation of students solving word problems to the nearest minute or five minutes. Five minutes would be best at this level.	11/28/2015 9:41 AM
8	I am a Kindergarten and First Grade Math Instructional Coach and have been an educator for 10 years. I have only reviewed those grade levels for accuracy. I also like how the standards have been divided so that there is one objective per standard.	11/23/2015 2:40 PM
9	I am a first grade teacher and have been a teacher for 16 years. I have only reviewed the standards proposed for kindergarten and first grade. I like how several standards have been divided so that there is one objective per standard.	11/23/2015 2:39 PM
10	Money is introduced in K and 1 but then never revisited again.	11/23/2015 8:34 AM
11	Money is introduced in K and 1 but then never revisited again.	11/23/2015 8:34 AM
12	Money is introduced in K and 1 but then never revisited again.	11/23/2015 8:34 AM
13	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:22 PM
14	Why are all the standard numbers/coding changed? Consistency in coding would be very helpful from one revision of standards to another. Switching standard codes seem like a lot of unnecessary changes when some of the standards are the same or just worded differently.	11/20/2015 3:14 PM
15	I strongly support the inclusion of 1.GM.C.2. I believe it is important to cover the value of the proposed coins.	11/20/2015 12:47 PM
16	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:39 AM
17	I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth and fifth grade.	11/19/2015 1:55 PM

18	K.GM.A.1 - The proposed standard states “Describe several measurable attributes of objects, using appropriate language (e.g. length, weight, height, capacity)” This is a little unclear, examples of expected language would be helpful. K.GM.A.2 - this proposed standard is not as clear as the previous standard K.MD.A.2 It would be better to keep it as is stated in K.MD.A.2 In standard K.GM.B.1 the wording needs to be clarified. The wording “Demonstrate and understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).” implies that kindergarten students should be able to read a clock. The wording should clarify that students understand that these tools are used to measure these concepts of time but not master using these tools. In agree with adding “Describe the similarities and differences of two shapes.” (Standard 1.GM.A.1) In standard 1.GM.A.2, I agree with adding decomposing shapes and building an understanding of part-whole relationships, and the properties of the original and composite shapes. I agree with adding standard 1.GM.A.3: Recognize two-and three-dimensional shapes from different perspectives and orientations. In Standard 1.GM.B.2 - the example that is provided is very helpful for teachers to understand the standard. I am happy that they added standard 1.GM.C.2 - knowing the value of coins. 2.GM.D.2 and 2.GM.D.4 - These are good additions to the second grade. 3.GM.B.2 - Added a separate standard about estimating time that is more specific. 3.GM.B.3 - Adds a more specific strategy to figuring out time word problems besides a number line, it includes clock faces as well. I like the addition. I agree with the addition of 5.GM.A.3 I agree with the change of wording for the proposed standard 5.GM.C.1	11/19/2015 1:52 PM
19	K.GM.A.1 - The proposed standard states “Describe several measurable attributes of objects, using appropriate language (e.g. length, weight, height, capacity)” This is a little unclear, examples of expected language would be helpful. K.GM.A.2 - this proposed standard is not as clear as the previous standard K.MD.A.2 It would be better to keep it as is stated in K.MD.A.2 In standard K.GM.B.1 the wording needs to be clarified. The wording “Demonstrate and understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).” implies that kindergarten students should be able to read a clock. The wording should clarify that students understand that these tools are used to measure these concepts of time but not master using these tools. In agree with adding “Describe the similarities and differences of two shapes.” (Standard 1.GM.A.1) In standard 1.GM.A.2, I agree with adding decomposing shapes and building an understanding of part-whole relationships, and the properties of the original and composite shapes. I agree with adding standard 1.GM.A.3: Recognize two-and three-dimensional shapes from different perspectives and orientations. In Standard 1.GM.B.2 - the example that is provided is very helpful for teachers to understand the standard. I am happy that they added standard 1.GM.C.2 - knowing the value of coins. 2.GM.D.2 and 2.GM.D.4 - These are good additions to the second grade. 3.GM.B.2 - Added a separate standard about estimating time that is more specific. 3.GM.B.3 - Adds a more specific strategy to figuring out time word problems besides a number line, it includes clock faces as well. I like the addition.	11/19/2015 1:48 PM

20	Comments for Proposed Standards for all to note: ALL GRADES: Kindergarten: Number sense standards look good K.NS.B.6 - I agree with adding the subitizing standard. Number Sense and Operations to Base Ten standards look good. Relationships and Algebraic Thinking Proposed Standard K.RA.A.2 says “Solve addition and subtraction problems in context and add and subtract within ten…” It would be more clear to say “Solve addition and subtraction problems in the context of a story problem and add and subtract within ten…” Geometry and Measurement K.GM.A.1 - The proposed standard states “Describe several measurable attributes of objects, using appropriate language (e.g. length, weight, height, capacity)” This is a little unclear, examples of expected language would be helpful. K.GM.A.2 - this proposed standard is not as clear as the previous standard K.MD.A.2 It would be better to keep it as is stated in K.MD.A.2 In standard K.GM.B.1 the wording needs to be clarified. The wording “Demonstrate and understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).” implies that kindergarten students should be able to read a clock. The wording should clarify that students understand that these tools are used to measure these concepts of time but not master using these tools. First Grade: Number Sense: I agree with adding counting by 5s and 10s to the proposed standards. In the proposed standard 1.NBT.B.1, I would like to see “sometimes it is necessary to compose a ten” added. In the proposed standard 1.NBT.B.2, I would like to see “explain the reasoning used” added. Relationships and Algebraic Thinking In standard 1.RA.B.1, I agree with adding “Students need not use formal terms for these properties (commutative property and associative property) In Standard 1.RA.C.2, I agree with adding “Fluency refers to accuracy and efficiency and does not equate to memorization.” Geometry and Measurement In agree with adding “Describe the similarities and differences of two shapes.” (Standard 1.GM.A.1) In standard 1.GM.A.2, I agree with adding decomposing shapes and building an understanding of part-whole relationships, and the properties of the original and composite shapes. I agree with adding standard 1.GM.A.3: Recognize two-and three-dimensional shapes from different perspectives and orientations. In Standard 1.GM.B.2 - the example that is provided is very helpful for teachers to understand the standard. I am happy that they added standard 1.GM.C.2 - knowing the value of coins. Data and Statistics Standard 1.DS.A.1 is not developmentally appropriate for students to be able to independently collect, organize, and represent data. Standard 1.DS.A.2 - much more developmentally appropriate (draw conclusions from graphs, t-charts, and tallies) Second Grade: Number Sense 2.NBT.A.4 - Count on within 1000 by 1s,10s, and 100s starting with any number. * Recommend counting by 1s moved to first grade and counting by 5s be returned to second grade. 2.GM.A.4- I agree with the addition of this standard. Missouri Learning Standard 2.MD.A.4 - removed. Disagree with the removal of of this standard. I think that it is important for students to be able to subtract lengths to determine the difference. Geometry and Measurement 2.GM.D.2 and 2.GM.D.4 - These are good additions to the second grade. Third Grade: Operations and Algebraic Thinking 3.RA.A4 -new standard includes wording of rectangular area replacing measurement quantities. More specific. 3.RA.B.1- Specifically states students should not be expected to use the formal names for the multiplication and division properties. Properties are not mentioned in the fourth grade standards. At what point should it be expected that the properties are not only understood but also used by name? 3.R.A.C.2 - added “while automaticity for basic facts is desired, quick use of mental strategies may suffice.” I don’t agree. Geometry and Geometry 3.GM.B.2 - Added a separate standard about estimating time that is more specific. 3.GM.B.3 - Adds a more specific strategy to figuring out time word problems besides a number line, it includes clock faces as well. I like the addition. Fourth Grade: Number Sense I think it’s important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It’s important to include “for example, use a visual fraction model to represent 10 x ⅖” 4.NF.B.6: It’s important to include “by using visual fraction models and equations to represent the problem” I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. Relationships and Algebraic Thinking I agree with removing standard 4.OA.A.1 from the current standards as it is already addressed with our other standards. Fifth Grade: Number Sense and Operations I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem. Relationships and Algebraic Thinking I agree with the addition of 5.RA.A.2 Highly dislike the change from 5.OA.A.2 to 5.RA.B.2 Please re-word to read like the current standard including the examples. It is highly important that each teacher know how to interpret the standards. DO NOT DISREGARD USING EXAMPLES! Geometry and Measurement I agree with the addition of 5.GM.A.3 I agree with the change of wording for the proposed standard 5.GM.C.1	11/19/2015 1:47 PM
21	2.GM.D.2 and 2.GM.D.4 - These are good additions to the second grade.	11/19/2015 1:47 PM
22	There needs to be a standard based on identification and counting money.	11/18/2015 2:36 PM
23	3.GM.A.2 - Do they need to know other shapes or 2-d shapes other than quadrilaterals such as circle?	11/18/2015 1:52 PM
24	3.gm.a.2 Are quadrilaterals the only 2D shapes they will be required to know?	11/18/2015 1:52 PM
25	3.gm.a.2 Will they need to know other shapes besides quadrilaterals?	11/18/2015 1:49 PM
26	3.GM.A2 - Will any other shapes need to be taught other than quadrilaterals? Please provide more examples on each standard.	11/18/2015 1:49 PM

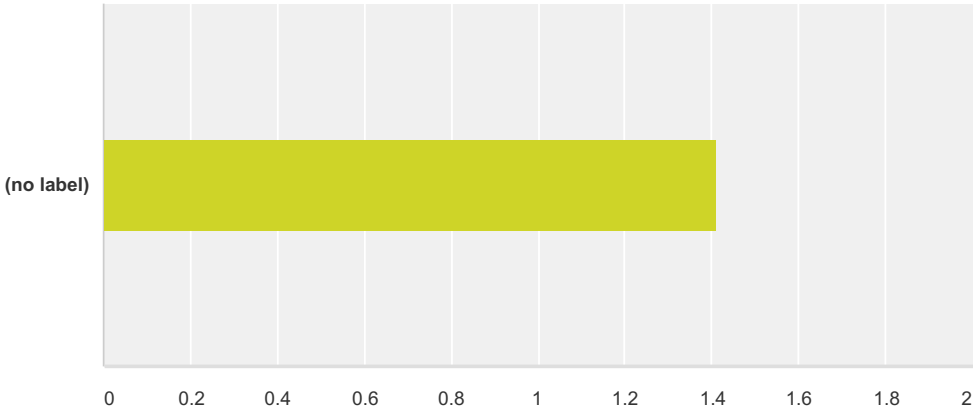
27	3.GM.A Are they going to need to know any other shapes other than four sided shapes?	11/18/2015 1:05 PM
28	3GM.a.2 What sub categories are they talking about? Do they need to know other shapes besides 4 sided shapes.	11/18/2015 1:04 PM
29	There should be an introduction to area and perimeter in second-grade if students are expected to address these adequately in later grades.	11/17/2015 4:28 PM
30	The difference from GLE's to common core are most evident in this standard.	11/17/2015 11:01 AM
31	I felt that the standards could have been more rigorous and included more concepts that were originally included in the MAP test.	11/17/2015 10:59 AM
32	The overall comments for this survey regards mainly for the kindergarten. Overall, kindergarten standards for this sections are appropriate. Adding in the understanding concepts of time, days of the week, and identifying money is all important life skills that need to be addressed in kindergarten.	11/17/2015 10:31 AM
33	So glad to see money (counting coins)as a learning standard.	11/17/2015 10:23 AM
34	Like that more money strands are added.	11/17/2015 10:20 AM
35	Looks good!	11/13/2015 3:44 PM
36	Standards fit 1st grade and looks great.	11/13/2015 3:44 PM
37	Looks good!	11/13/2015 3:44 PM
38	I like how the money is specific and intentional with actual life skills.	11/13/2015 2:38 PM
39	This strand is acceptable	11/13/2015 10:49 AM
40	We like that time and money has been added to the standards and appear age appropriate.	11/11/2015 3:09 PM
41	The proposed standards in this domain are extremely similar to the current standards except for the differences in coding (combing some of the MD and G domains into this new GM domain). The differences in the coding of the standard will negatively impact my classroom instruction. As a school district, we have spent a lot of money and time to purchase resources and align our curriculum to the current standards. As an educator, having to completely rewrite the curriculum and find new resources (or tediously spend time connecting the resources to the new coding system), would negatively impact my time and effort spent in actually teaching the standards. I do appreciate that you have broken down the longer standards into smaller parts; however, as an educator it would be easier to use if they were broken down into subpoints (i.e. subpoint a) instead of into completely new standards.	11/9/2015 7:54 PM
42	I would suggest that the code for the prior crosswalk be included with the new crosswalk so that the ability to find resources for my classroom is not lost. I have spent many hours and a lot of money to build my curriculum using the common core standards.	11/9/2015 3:12 PM
43	I would suggest that the code for the prior crosswalk be included with the new crosswalk, so that the ability to find resources for my classroom in not lost. Not including the prior code will tax my ability to find resources for my classroom.	11/9/2015 3:11 PM
44	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
45	I would like for the "old" codes for the "old" standards be included with the new crosswalk so that I have the ability to find and KEEP resources in my classroom. I have spent valuable time and money on resources and materials for my students and with the changing of the codes will cause me to lose the opportunity to keep using those resources.	11/9/2015 3:04 PM
46	This standard needs to come at a later time in development. Developmentally, children do not begin to understand the concept of time until the age of 8 years old. I would not add this standard to the kindergarten level. Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).	11/9/2015 3:04 PM
47	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:02 PM
48	Money should not be a standard in kindergarten. It is not developmentally appropriate and does not relate to any other standard in this domain. We do not write standards so kindergarten teachers can justify calendar time in their classrooms.	11/4/2015 5:29 PM

49	I am happy with these standards as they are similar to CCSS and show great rigor for my students.	11/4/2015 8:55 AM
50	Money & Time is very important for this grade level to become more proficient in.	11/4/2015 7:38 AM
51	Please put more clear page numbers on the document, please. We are happy to see money back in!	10/28/2015 1:17 PM

Data and Statistics

Q48 The standards in this domain are developmentally appropriate.

Answered: 109 Skipped: 317



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**75.23%** 82	**11.01%** 12	**11.01%** 12	**2.75%** 3	109	1.41

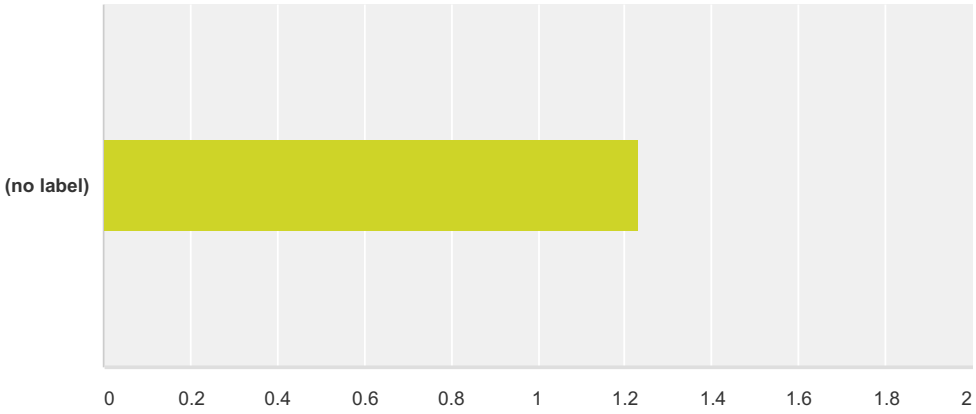
#	Suggested revisions for standards:	Date
1	4 DS A 1- should not include line plots. Students aren't developmentally ready It is also hard to justify a purpose at this age.	12/2/2015 10:15 PM
2	Dividing the measurement and data domain from the current Missouri Learning Standards creates difficulty for districts that have worked hard to make the transition to standards-based grading. This domain should be left as it currently is.	12/2/2015 6:06 PM
3	K.DS.A.2 Like the addition of graphical representations. 2.DS.A.5 Love the addition of "drawing conclusions"	12/2/2015 1:56 PM
4	2nd grade - Line plots could be taken out of this grade level so that a deeper understanding of bar and picture graphs with one to many correspondence could be focused on and developed at a richer DOK 3rd grade - Frequency tables (please define) could be taken out of this grade level so that a deeper understanding of line plots, bar graphs, and picture graphs with one to many correspondence could be focused on and developed at a richer DOK	12/2/2015 12:54 PM
5	Plot lines are too advanced for 2nd graders.	12/1/2015 6:49 PM
6	I feel that line plotting isn't developmentally appropriate. We still have many children that struggle with left/right correspondence.	11/30/2015 8:32 AM
7	4.DS.A.1- this is too hard of a concept for a 4th grade student.	11/24/2015 1:02 PM
8	The new proposed standards are not appropriate. By leaving the current MLS, we destroy the hard, quality work of teachers and administrators over the last several years. We would lose all the wonderful resources available to us because we share standards with so many other states.	11/20/2015 10:40 AM
9	Standard 1.DS.A.1 is not developmentally appropriate for students to be able to independently collect, organize, and represent data.	11/19/2015 1:56 PM
10	Standard 1.DS.A.1 is not developmentally appropriate for students to be able to independently collect, organize, and represent data. Standard 1.DS.A.2 - much more developmentally appropriate (draw conclusions from graphs, t-charts, and tallies)	11/19/2015 1:53 PM
11	4.DS.A.1 is inappropriate at the 4th grade level. Fractions on a line plot should use like denominators. 4.DS.A.3 states that fraction operations use only like denominators at this grade level.	11/18/2015 10:48 AM

12	4.DS.A.1 needs to be revised to state that the fractions to be plotted on a line plot/number line need to only have common demoniators.	11/18/2015 10:48 AM
13	5th grade	11/17/2015 11:03 AM
14	As reviewed by 5th grade	11/17/2015 11:03 AM
15	KDSA--Student to make and interpret bar graph and picture graph	11/12/2015 8:44 AM
16	In fourth grade, there are 3 standards on frequency tables and line plots which is not an essential area.	11/9/2015 7:58 PM
17	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
18	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:04 PM
19	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
20	Line plots are irrelevant to students today. Nowhere else will they ever use line plots. We can access understanding of data without using them. It is utterly ridiculous they we are stuck on having kids create this models. Graphs are much more significant to a child and their needs for understanding.	11/9/2015 1:39 PM

Data and Statistics

Q49 The standards in this domain follow a coherent path through and across all grade levels.

Answered: 107 Skipped: 319



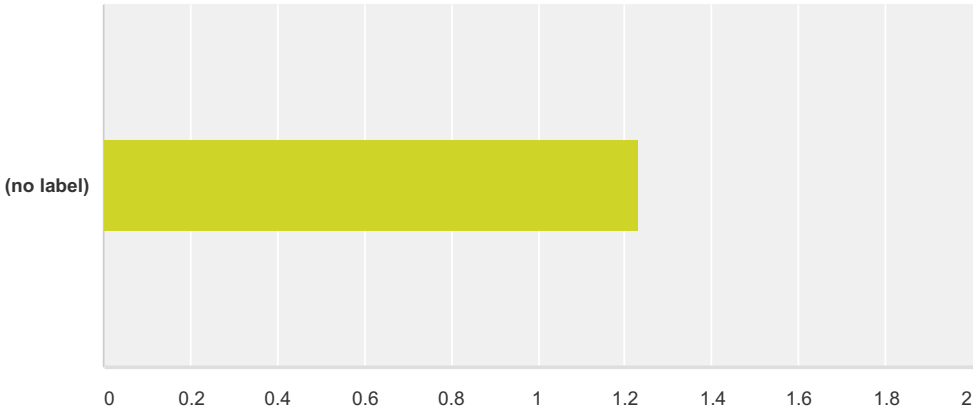
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**81.31%** 87	**15.89%** 17	**0.93%** 1	**1.87%** 2	107	1.23

#	Suggested revisions for standards:	Date
1	Dividing the measurement and data domain from the current Missouri Learning Standards creates difficulty for districts that have worked hard to make the transition to standards-based grading. This domain should be left as it currently is.	12/2/2015 6:06 PM
2	See above for suggestions	12/2/2015 12:54 PM
3	The standards in second grade support the third grade standards	11/30/2015 3:17 PM
4	The standards in 2nd grade support for 3rd grade	11/30/2015 2:09 PM
5	The standards in 2nd grade support the 3rd grade standards	11/30/2015 1:58 PM
6	The standards in 2nd grade support the 3rd grade standards.	11/30/2015 1:46 PM
7	The lack of standards math practices is troubling. The proposed standards are rambling and at times incoherent.	11/20/2015 10:40 AM
8	5th grade	11/17/2015 11:03 AM
9	As reviewed by 5th grade	11/17/2015 11:03 AM
10	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
11	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:04 PM
12	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM

Data and Statistics

Q50 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 106 Skipped: 320



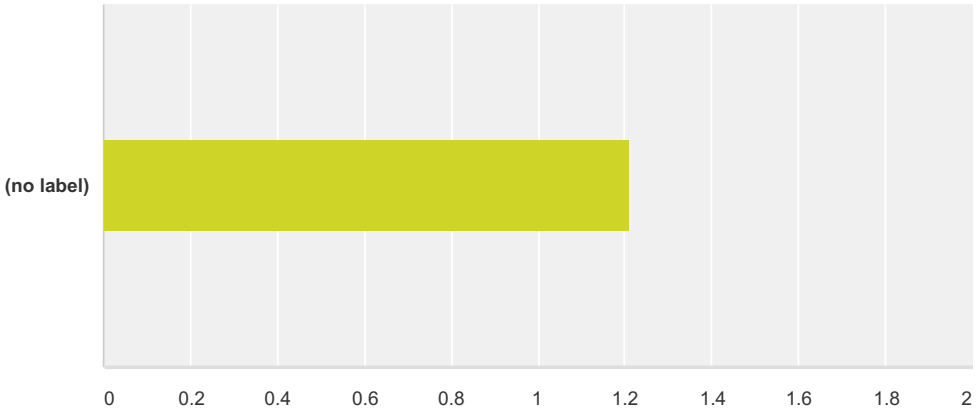
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**83.02%** 88	**13.21%** 14	**1.89%** 2	**1.89%** 2	106	1.23

#	Suggested revisions for standards:	Date
1	Dividing the measurement and data domain from the current Missouri Learning Standards creates difficulty for districts that have worked hard to make the transition to standards-based grading. This domain should be left as it currently is.	12/2/2015 6:06 PM
2	Very rigorous.	12/1/2015 11:20 PM
3	Often, standards have been added which are implied by current standards. The language of the proposed standards has neutered the strong work of the current standards.	11/20/2015 10:40 AM
4	1.DS.A.1 Add: 3 or more categories	11/18/2015 3:46 PM
5	5th grade	11/17/2015 11:03 AM
6	As reviewed by 5th grade	11/17/2015 11:03 AM
7	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
8	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:04 PM
9	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM

Data and Statistics

Q51 The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment.

Answered: 107 Skipped: 319



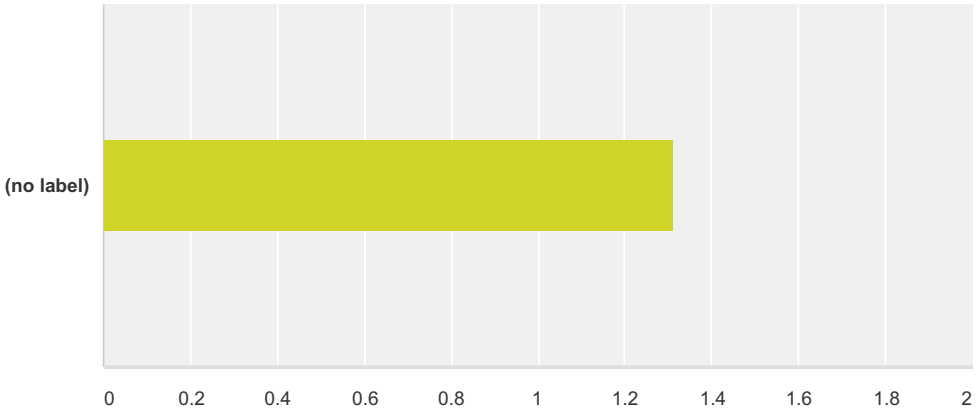
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**83.18%** 89	**14.02%** 15	**0.93%** 1	**1.87%** 2	107	1.21

#	Suggested revisions for standards:	Date
1	Dividing the measurement and data domain from the current Missouri Learning Standards creates difficulty for districts that have worked hard to make the transition to standards-based grading. This domain should be left as it currently is. Years of work will have to be redone to assess these standards as they are proposed. Much thought should be given to the fact that every individual assessment item in standards-based districts have been aligned to the current Missouri Learning Standards.	12/2/2015 6:06 PM
2	There is clear evidence that our current standards work. I feel we have caved to a minority group who has no real stake in our public schools and clearly has no understanding of the current standards. Many statements made about the current standards are inaccurate and demonstrate not only a lack of understanding, but clear evidence the standards have not been read.	11/20/2015 10:40 AM
3	5th grade	11/17/2015 11:03 AM
4	As reviewed by 5th grade	11/17/2015 11:03 AM
5	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
6	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:04 PM
7	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM

Data and Statistics

Q52 The standards in this domain are understandable to educators and explainable to parents and other stakeholders.

Answered: 106 Skipped: 320



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**77.36%** 82	**16.98%** 18	**2.83%** 3	**2.83%** 3	106	1.31

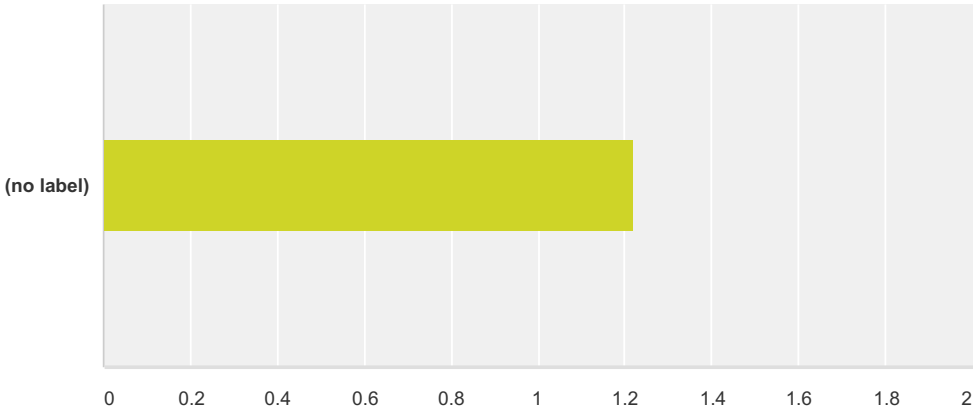
#	Suggested revisions for standards:	Date
1	2.DS.A.1 What unit of measure if the standard referring to? 2.DS.A.4 We like the notes about the appendix and wish it were consistent all the way through. 5.DS.A.2 Clarify this standard and clarify the word "outlier". It's confusing how its written.	12/2/2015 1:56 PM
2	For parents to understand, the standards should be written in simpler terms.	12/1/2015 6:49 PM
3	The details in 3.DS.A.1 help teachers understand exactly what the tables/graphs need to include.	11/30/2015 3:17 PM
4	The detail in 3.DS.A.1 helps teachers undersand exactly what the tables/graphs need to include.	11/30/2015 2:09 PM
5	The detail in 3.DS.A.1 helps teachers understand exactly what the tables/graphs need to include	11/30/2015 1:58 PM
6	The detail in 3.DS.A.1 helps teachers understand exactly what the tables./graphs need to include	11/30/2015 1:46 PM
7	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:40 AM
8	I think it's important to include an example in each of the standards so teachers are all interpreting the standards the same.	11/19/2015 1:56 PM
9	Suggesting that the examples remain in the proposed learning standards as in the current learning standards.	11/18/2015 2:53 PM
10	We would like examples shown where applicable.	11/18/2015 2:52 PM
11	Examples need to be included in the standards.	11/18/2015 2:47 PM
12	Examples would be helpful where applicable.	11/18/2015 9:59 AM
13	Examples written in the standards would be helpful, where applicable.	11/18/2015 9:55 AM
14	5th grade	11/17/2015 11:03 AM
15	As reviewed by 5th grade	11/17/2015 11:03 AM

16	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
17	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:04 PM
18	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM

Data and Statistics

Q53 The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 107 Skipped: 319



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**84.11%** 90	**12.15%** 13	**0.93%** 1	**2.80%** 3	107	1.22

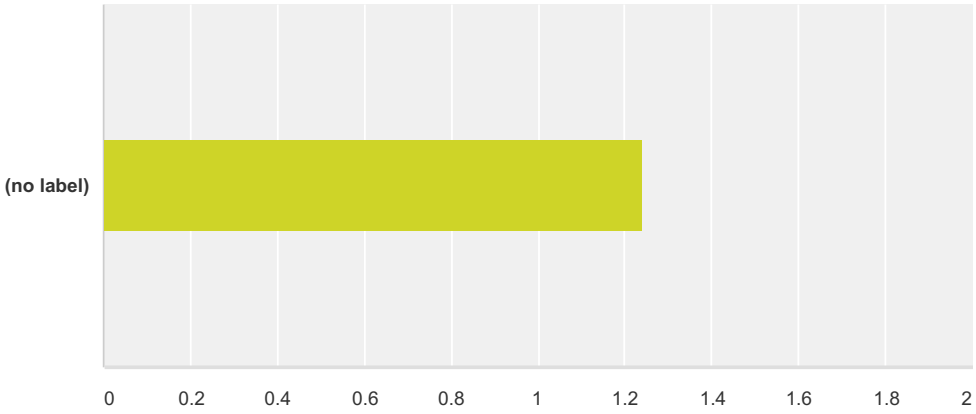
#	Suggested revisions for standards:	Date
1	Adding in 3.DS.A.4 helps the students to extend their thinking to generate observations from data. This will help with future classes.	11/30/2015 3:17 PM
2	Adding in 3.DS.A.4 helps the students extend their thinking to generate observations from dats. This will help with future classes.	11/30/2015 2:09 PM
3	Adding in 3.DS.A.4 helps the students to extend their thinking to generate observations from data. This will help with future classes.	11/30/2015 1:58 PM
4	Adding in 3.DS.A.4 helps the students to extend their thinking to generate observations from data. This will help with future classes.	11/30/2015 1:46 PM
5	Many of the changes seem to be changes made for the sake of change. Again, any changes result in the loss of many wonderful resources.	11/20/2015 10:40 AM
6	5th grade	11/17/2015 11:03 AM
7	As reviewed by 5th grade	11/17/2015 11:03 AM
8	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
9	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:04 PM

10	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
11	Take out line plots	11/9/2015 1:39 PM

Data and Statistics

Q54 The standards in this domain are accurate and encompass the breadth of the content.

Answered: 107 Skipped: 319



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	**82.24%** 88	**14.02%** 15	**0.93%** 1	**2.80%** 3	107	1.24

#	Suggested revisions for standards:	Date
1	4.DS.A.3 Why do students need to determine the mode and range? What do these pieces of data tell us? Were the words just thrown in there because it has always been done? Why can't they just make inferences and it be ok? Mode is outdated. 5.DS.A.1 Did we just add this to add statistics to 5th grade? It's fine, just wondering.	12/2/2015 1:56 PM
2	They are limited and weakened.	11/20/2015 10:40 AM
3	5th grade	11/17/2015 11:03 AM
4	As reviewed by 5th grade	11/17/2015 11:03 AM
5	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
6	The revisions are great. However, by changing the coding a crosswalk will be required and will cause added expense to the district and extra work for teachers.	11/9/2015 3:04 PM
7	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM

Data and Statistics

Q55 Overall comments regarding the proposed Data and Statistics Standards:

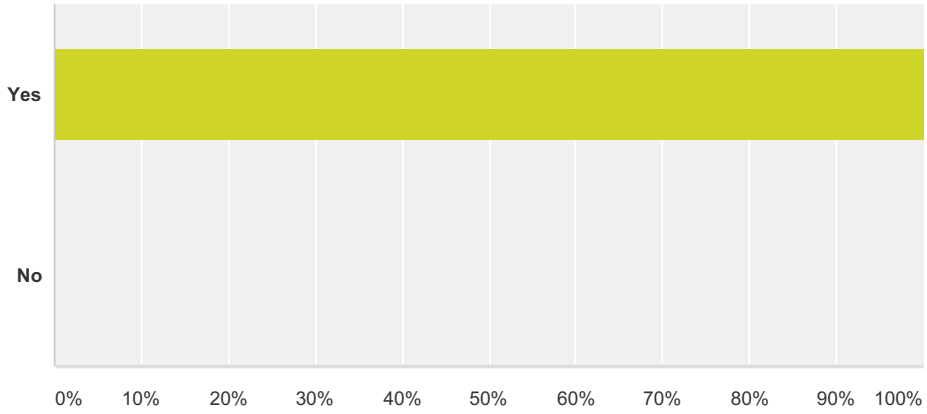
Answered: 24 Skipped: 402

#	Responses	Date
1	Dividing the measurement and data domain from the current Missouri Learning Standards creates difficulty for districts that have worked hard to make the transition to standards-based grading. This domain should be left as it currently is. Years of work will have to be redone to assess these standards as they are proposed. Much thought should be given to the fact that every individual assessment item in standards-based districts have been aligned to the current Missouri Learning Standards.	12/2/2015 6:06 PM
2	These standards were reviewed by 3 instructional math coaches and 2 curriculum coordinators.	12/2/2015 1:56 PM
3	Standards have been added to 4th grade, but I don't see anything removed. We struggle to teach everything required now, not sure how this can be accomplished.	12/1/2015 11:20 PM
4	Overall, I feel that the proposed standards are much easier to read and understand than the old Missouri Learning Standards.	11/30/2015 12:40 PM
5	Adding line plots into 2nd grade helps build their knowledge base for future work in fractions.	11/24/2015 1:02 PM
6	I am a Kindergarten and First Grade Math Instructional Coach and have been an educator for 10 years. I have only reviewed those grade levels for accuracy. I also like how the standards have been divided so that there is one objective per standard.	11/23/2015 2:40 PM
7	I am a first grade teacher and have been a teacher for 16 years. I have only reviewed the standards proposed for kindergarten and first grade. I like how several standards have been divided so that there is one objective per standard.	11/23/2015 2:40 PM
8	As an educator, I believe the standards that have been revised are appropriate.	11/23/2015 2:13 PM
9	I am an educator and do not see many changes from what we do currently. I am happy with the curriculum we have and feel like the minor changes that were made are acceptable.	11/20/2015 3:22 PM
10	What a detriment to our students. I urge you to reconsider this and with our students well being as the ultimate goal. Please respect the hard work of our teachers.	11/20/2015 10:40 AM
11	I think it’s important to include an example in each of the standards so teachers are all interpreting the standards the same in each grade.	11/19/2015 1:56 PM
12	Standard 1.DS.A.1 is not developmentally appropriate for students to be able to independently collect, organize, and represent data. Standard 1.DS.A.2 - much more developmentally appropriate (draw conclusions from graphs, t-charts, and tallies)	11/19/2015 1:53 PM

13	Third Grade: Operations and Algebraic Thinking 3.RA.A4 -new standard includes wording of rectangular area replacing measurement quantities. More specific. 3.RA.B.1- Specifically states students should not be expected to use the formal names for the multiplication and division properties. Properties are not mentioned in the fourth grade standards. At what point should it be expected that the properties are not only understood but also used by name? 3.R.A.C.2 - added “while automaticity for basic facts is desired, quick use of mental strategies may suffice.” I don’t agree. Geometry and Geometry 3.GM.B.2 - Added a separate standard about estimating time that is more specific. 3.GM.B.3 - Adds a more specific strategy to figuring out time word problems besides a number line, it includes clock faces as well. I like the addition. Fourth Grade: Number Sense I think it’s important to include an example in each of the standards so teachers are all interpreting the standards the same in fourth grade. We address decimal notation for fractions with denominators of 10 or 100 with standards 4.NF.C.1 and 4.NF.C.2. There is not a need to add a new standard for 5th grade addressing this same concept with proposed standards 5.NF.A1 and 5.NF.A2 4.NF.B.5: It’s important to include “for example, use a visual fraction model to represent 10 x ⅖” 4.NF.B.6: It’s important to include “by using visual fraction models and equations to represent the problem” I agree with removing the expectation for fourth graders to add fractions with denominators of 10 and 100. This is an expectation in fifth grade to add fractions with unlike denominators, not fourth grade. Relationships and Algebraic Thinking I agree with removing standard 4.OA.A.1 from the current standards as it is already addressed with our other standards. Fifth Grade: Number Sense and Operations I would like to continue to see examples included for each standard (i.e. Current standard 5.NF.A.2 Example, recognize an incorrect result ⅖ +½= 3/7 by observing that 3/7 < ½. I would like to see Current Standard 5.NF.B.6 included with proposed standard 5.NF.B.4 Solve real world problems involving multiplication of fractions, mixed numbers, by using visual models or equations to represent the problem. Relationships and Algebraic Thinking I agree with the addition of 5.RA.A.2 Highly dislike the change from 5.OA.A.2 to 5.RA.B.2 Please re-word to read like the current standard including the examples. It is highly important that each teacher know how to interpret the standards. DO NOT DISREGARD USING EXAMPLES! Geometry and Measurement I agree with the addition of 5.GM.A.3 I agree with the change of wording for the proposed standard 5.GM.C.1	11/19/2015 1:50 PM
14	Standard 1.DS.A.1 is not developmentally appropriate for students to be able to independently collect, organize, and represent data. Standard 1.DS.A.2 - much more developmentally appropriate (draw conclusions from graphs, t-charts, and tallies)	11/19/2015 1:49 PM
15	Clarify frequency tables and line plots... how are we changing items across grade levels with what we expect? Are our line plots measured by whole numbers instead of fractional parts? Formal terms like mode, range, maximum are not required but what about mean and median?	11/17/2015 10:44 AM
16	Overall the standards look great	11/13/2015 3:46 PM
17	The fact that there are examples to pull from to teach is very helpful.	11/13/2015 3:45 PM
18	This is acceptable	11/13/2015 10:51 AM
19	There was a need for KDSA2 and it is age appropriate to compare but not create. This will help with grade level alignment.	11/11/2015 3:10 PM
20	The differences in the coding of the standard will negatively impact my classroom instruction (creating a new domain DS instead of MD). As a school district, we have spent a lot of money and time to purchase resources and align our curriculum to the current standards. As an educator, having to completely rewrite the curriculum and find new resources (or tediously spend time connecting the resources to the new coding system), would negatively impact my time and effort spent in actually teaching the standards.	11/9/2015 7:58 PM
21	The coding that changes the original standards will created future problems for educators. Our school has invested time and money into resources that follow these standards. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:05 PM
22	Although the standards are developmentally appropriate, the coding that changes from the original Common Core State Standards will create future problems for educators. Schools districts across Missouri have invested time and money into resources that follow the original Common Core State Standard's coding. It is strongly suggested that the coding stay the same with the newly added standards added below. By doing this it will save time and money for school districts throughout Missouri.	11/9/2015 3:03 PM
23	My school district just spent A LOT of money on Math Expressions because through research we found it to be the best math series, and the best to be aligned to the current standards. Why change because of wording? Why confuse us and the public even more?	11/8/2015 4:05 PM
24	I am happy with these standards as they are similar to CCSS and show great rigor for my students.	11/4/2015 8:55 AM

Q57 Do you work or reside in Missouri?

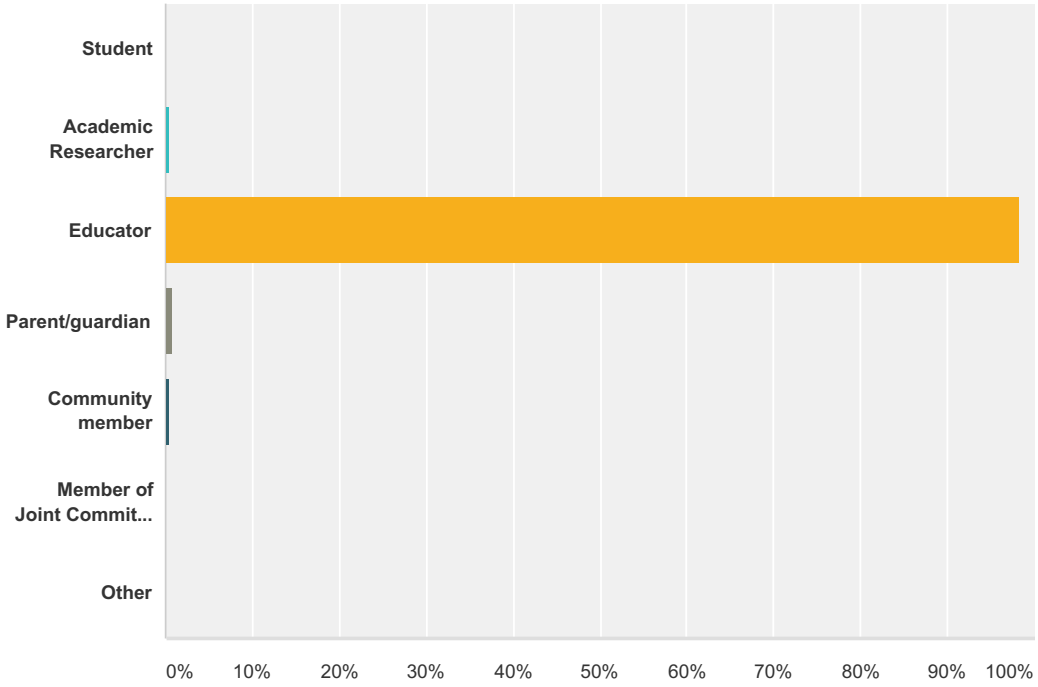
Answered: 247 Skipped: 179



Answer Choices	Responses	
Yes	**100.00%**	247
No	**0.00%**	0
Total		**247**

Q58 How might you define your relationship to Missouri schools?

Answered: 247 Skipped: 179



Answer Choices	Responses	
Student	**0.00%**	0
Academic Researcher	**0.40%**	1
Educator	**98.38%**	243
Parent/guardian	**0.81%**	2
Community member	**0.40%**	1
Member of Joint Committee on Education	**0.00%**	0
Other	**0.00%**	0
Total		**247**

Q59 What is your work or residential zip code?

Answered: 230 Skipped: 196

#	Responses	Date
1	64485	12/2/2015 10:20 PM
2	64424	12/2/2015 7:51 PM
3	63841	12/2/2015 5:35 PM
4	65401	12/2/2015 4:21 PM
5	63801	12/2/2015 3:58 PM
6	63670	12/2/2015 2:35 PM
7	65721	12/2/2015 1:56 PM
8	64086	12/2/2015 12:55 PM
9	63552	12/2/2015 11:15 AM
10	64080	12/2/2015 10:33 AM
11	64012	12/1/2015 11:20 PM
12	63303	12/1/2015 11:04 PM
13	64015	12/1/2015 10:26 PM
14	63390	12/1/2015 9:10 PM
15	65714	12/1/2015 7:21 PM
16	63552	12/1/2015 6:50 PM
17	64870	12/1/2015 5:41 PM
18	65203	12/1/2015 4:52 PM
19	63556	12/1/2015 4:31 PM
20	64862	12/1/2015 3:47 PM
21	64862	12/1/2015 3:46 PM
22	64862	12/1/2015 3:46 PM
23	63736	12/1/2015 3:23 PM
24	64133	12/1/2015 3:02 PM
25	64034	12/1/2015 2:28 PM
26	63670	12/1/2015 12:41 PM
27	63556	12/1/2015 11:41 AM
28	64145	12/1/2015 3:04 AM
29	65779	11/30/2015 8:42 PM
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143	63857	11/17/2015 9:03 AM
144	63857	11/17/2015 8:52 AM
145	64014	11/16/2015 9:03 AM
146	63769	11/15/2015 8:52 PM
147	64834	11/14/2015 12:57 PM
148	64078	11/13/2015 3:46 PM
149	64078	11/13/2015 3:45 PM
150	64083	11/13/2015 2:43 PM
151	64082	11/13/2015 2:42 PM
152	64083	11/13/2015 2:39 PM
153	64083	11/13/2015 2:26 PM
154	64078	11/13/2015 2:25 PM
155	64083	11/13/2015 2:21 PM
156	64083	11/13/2015 2:01 PM
157	63769	11/13/2015 1:59 PM

158	63769	11/13/2015 1:43 PM
159	63769	11/13/2015 1:32 PM
160	63730	11/13/2015 1:31 PM
161	63722	11/13/2015 1:31 PM
162	63769	11/13/2015 1:30 PM
163	63730	11/13/2015 1:29 PM
164	63730	11/13/2015 1:28 PM
165	63722	11/13/2015 1:28 PM
166	63730	11/13/2015 1:25 PM
167	63722	11/13/2015 1:25 PM
168	63662	11/13/2015 1:05 PM
169	63662	11/13/2015 1:05 PM
170	63732	11/13/2015 11:34 AM
171	63730	11/13/2015 11:15 AM
172	63730	11/13/2015 11:14 AM
173	63769	11/13/2015 11:14 AM
174	63662	11/13/2015 11:12 AM
175	63764	11/13/2015 11:10 AM
176	63766	11/13/2015 11:02 AM
177	63662	11/13/2015 10:43 AM
178	63764	11/13/2015 10:42 AM
179	63730	11/13/2015 10:41 AM
180	63769	11/13/2015 10:41 AM
181	63730	11/13/2015 10:37 AM
182	63730	11/13/2015 10:37 AM
183	63755	11/13/2015 10:37 AM
184	63662	11/13/2015 10:36 AM
185	63769	11/13/2015 10:32 AM
186	63769	11/13/2015 10:08 AM
187	63787	11/12/2015 9:49 PM
188	63090	11/12/2015 8:44 AM
189	65613	11/11/2015 3:10 PM
190	65714	11/10/2015 10:20 PM
191	64429	11/9/2015 7:58 PM
192	64429	11/9/2015 3:58 PM
193	64429	11/9/2015 3:35 PM
194	64429	11/9/2015 3:12 PM
195	64429	11/9/2015 3:06 PM
196	64429	11/9/2015 3:05 PM
197	64429	11/9/2015 3:04 PM
198	64118	11/9/2015 3:04 PM

199	64429	11/9/2015 3:03 PM
200	64429	11/9/2015 2:56 PM
201	64429	11/9/2015 2:53 PM
202	64668	11/9/2015 2:53 PM
203	64429	11/9/2015 2:49 PM
204	63771	11/9/2015 1:39 PM
205	64093	11/9/2015 7:39 AM
206	64490	11/8/2015 4:05 PM
207	63303	11/7/2015 7:44 AM
208	65721	11/5/2015 10:31 AM
209	65441	11/5/2015 10:24 AM
210	65721	11/4/2015 5:44 PM
211	65721	11/4/2015 5:29 PM
212	65721	11/4/2015 5:14 PM
213	65721	11/4/2015 4:36 PM
214	63445	11/4/2015 11:50 AM
215	63801	11/4/2015 8:55 AM
216	65606	11/4/2015 8:46 AM
217	64644	11/4/2015 7:40 AM
218	64644	11/4/2015 7:38 AM
219	64644	11/4/2015 7:34 AM
220	63628	11/3/2015 9:52 AM
221	63023	11/2/2015 4:53 PM
222	50140	11/1/2015 12:58 PM
223	50140	11/1/2015 12:09 PM
224	65616	11/1/2015 11:36 AM
225	63304	10/31/2015 7:36 PM
226	63119	10/31/2015 11:25 AM
227	63501	10/30/2015 2:48 PM
228	64020	10/30/2015 12:50 PM
229	63461	10/28/2015 1:17 PM
230	64068	10/26/2015 9:40 PM

Q60 Which Missouri department of higher education institute do you represent?

Answered: 0 Skipped: 426

#	Responses	Date
	There are no responses.	

Q61 What is your current role at this institution?

Answered: 0 Skipped: 426

#	Responses	Date
	There are no responses.	

Q62 How long have you worked in higher education?

Answered: 0 Skipped: 426

! No matching responses.

Answer Choices	Responses	
0-5 Years	0.00%	0
6-10 Years	0.00%	0
11-15 Years	0.00%	0
16-20 Years	0.00%	0
20+ Years	0.00%	0
Total		0

Q63 List any current course(s) you teach:

Answered: 0 Skipped: 426

#	Responses	Date
	There are no responses.	

Q64 Name:

Answered: 0 Skipped: 426

#	Responses	Date
	There are no responses.	